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**United Arab Emirates University
Faculty of Education
Curriculum and Instruction Department
Master of Education Program**

**THE EFFECTIVENESS OF USING ICT TO ENHANCE THE EFL
SPEAKING SKILL FOR EIGHTH GRADERS**

By

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BA Mansoura University, 1993

**Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Education**

(Curriculum and Instruction –English)

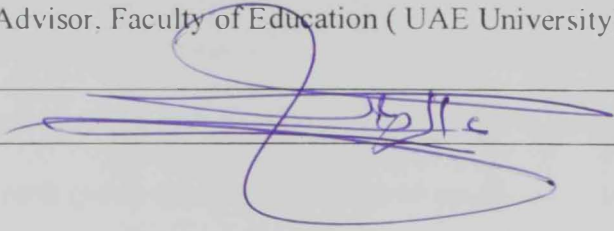
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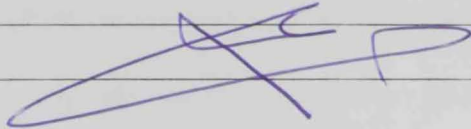
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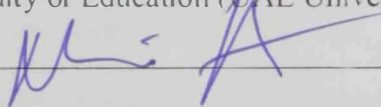
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ABSTRACT

The purpose of this study was to explore the effects of ICT on the EFL speaking skill and its specific components: (1) verbal linguistic, (2) auditory paralinguistic, (3) visual nonverbal paralinguistic. In addition, the study investigated the effects of employing ICT tools on students' motivation. The design of this study was a quasi-experimental design, i.e. pre-post control group design. Thirty-nine male students, from grade eight, of two intact classes at one of the schools in Al-Ain, UAE, participated in this study. The experimental group received learning and teaching of the speaking skill through employing ICT tools, the independent variable, whereas traditional teaching aids were used with the control group. Prior to the treatment, both groups took a speaking pretest. After eight weeks, both groups took a speaking posttest. In addition, the experimental group responded to a questionnaire to assess their motivation. The study reached the following conclusions after analyzing the results using (ANCOVA). First, there is a statistically significant difference between the general speaking posttest mean scores of the two groups in favor of the experimental group, $F(1, 36) = 7.233$, $p < 0.05$. Second, although there is no statistically significant difference between the verbal linguistic posttest mean scores of the two groups, $F(1, 36) = 1.843$, $p > 0.05$, there are statistically significant differences between the posttest mean scores of the two groups in terms of both the auditory paralinguistic component, $F(1, 36) = 9.349$, $p < 0.05$, and the visual nonverbal paralinguistic component, $F(1, 36) = 12.686$, $p < 0.05$, in favor of the experimental group too. Third, descriptive analysis of the questionnaire shows that experimental group has high motivation, 71%, regarding employing ICT tools in teaching and learning of EFL speaking. Based on these findings, appropriate recommendations

were given. Finally, it was recommended that a replication of the study could be made to explore other ICT tools to enhance the verbal linguistic component of the EFL speaking skill. In addition, some recommendations concerning effective professional development for teachers of English to be more able to integrate ICT tools in learning and teaching of EFL.

Keywords: ICT, EFL, technology integration, speaking components, motivation

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PREFACE

This thesis is based upon studies conducted during May 2009 to May 2011 at the Department of Curriculum and Instructions, Faculty of Education, UAE University. The experimental study was done at one of Al-Ain school, UAE.

DEDICATION

To

The Pious Soul of My Father

My Mother who always support me with her prayers

My Wife and children who endured a lot for me

CHAPTER 1

INTRODUCTION

Since Information and Communication Technology Tools have become a very important means of our daily lives, the young generations in the Arab world and particularly in the UAE have become digitally oriented. Consequently, effectiveness and usefulness of computers and ICT tools are becoming more and more important. However most studies that explored ICT in teaching EFL did not investigate deeply the effects of ICT on the specific elements or components of a certain English skill but rather generally assesses the overall impact of ICT on that skill. Therefore, these studies fail to provide clear information that prescribes successful integration of ICT in TEFL. Therefore, there is a growing need to reach a better understanding of the real effects of various ICT tools on the specific elements of each skill to maximize ICT integration benefits.

At the announcement of the Federal Government Strategy on April 17, 2007, Sheikh Mohammed Bin Rashid, the UAE Prime Minister, urged the UAE youth to "... have the qualifications and expertise to compete in both government and private sectors". He also advised them "... to be equipped with knowledge and technology to be able to keep pace with the rapid changes taking place in the world around them" (Uaepm: 2007). Moreover, according to results of a survey released by Telecommunications Regulatory Authority (TRA) the UAE is considered "the top performing country in ICT among the Arab states" (Telecommunications Regulatory Authority, 2009). Consequently, the young UAE generations are living in a technology rich environment which makes them

more and more digitally oriented and are more interested in using ICT in their learning. However, teaching speaking in the UAE school setting still depends generally on traditional teaching aids, mainly paper based, with teacher-student interaction and in its best through student-student interaction.

Purpose of the Study

The purpose of this study is to explore the effect of utilizing ICT in learning and teaching the speaking skill in general and the specific speaking elements or components in particular. According to Brown & Yule (1983), speaking is the hardest skill for the EFL teacher to help improve students learning. Thus, an attempt is made in this study to explore the effects of using ICT tools in learning and teaching EFL speaking skill on students' motivation which is an important factor for successful language acquisition to improve the learning and teaching of EFL speaking.

Problem Statement

Although it is clear from the strategic plan of Abu Dhabi Education Council (2009) that there is an interest in improving learning through providing proper infrastructure, facilities and resources needed to provide technology rich learning environment, there are no tangible attempts made by ADEC advisers or Public-Private Partnership schools (PPP schools) advisers towards ensuring effective utilization of ICT in learning and teaching of English as a foreign language. Moreover, the World

Economic Forum report (2008/2009) shows that the UAE “has spearheaded the region's strong performance with its ranking within the top three, from a list of 134 global economies, in the category "importance of ICT to government vision of the future". However, this trend in economy does not fully extend to education including teaching speaking English as a foreign language. Although Ministry of Education and Abu Dhabi Education Council provided schools all over the UAE with a large number of ICT tools, effective integration of ICT tools to achieve better outcomes in learning and teaching are not evident.

The speaking practices in most cases are generally dependant on old style of teacher lecturing and in best cases on teacher-student traditional monotonous interaction.

Significance of the study

The contemporary immense waves of globalization and the increasing dominance of the English language over the political, cultural and economical levels necessitate an effective preparation for the young generation to acquire the abilities and skills that help them meet the needs of their future careers. The ability to speak English effectively and to handle various ICT tools purposefully has become an essential need for the young generation to cope with the current information revolution.

This study is important since it investigates the effects of immersing students, during learning and teaching EFL speaking, in a technologically rich environment supported by various ICT tools which can facilitate their ability to handle technology in a

purposeful way. In addition the study is unique in its deep investigation of the effect of ICT tools on the specific components of the speaking skill to achieve better integration of ICT to improve speaking English as a foreign language. The study explores the effect of various ICT tools on the specific components or elements of the speaking skill. Thus, it may help teachers of English to define the specific context where they can employ ICT to enhance the speaking skill. The results of the study can be helpful for all educational administrative entities in general and those who are interested in improving learning and teaching English Language in particular to support and provide resources needed to reach effective integration of ICT in education and in TEFL. In addition, this study is significant for English language learners and students in the UAE since they can explore various channels of improving their speaking through ICT on one hand and see the effects of such tools on their speaking elements on the other. Consequently, they can concentrate more on making use of ICT to improve the specific speaking component where significant effect is achieved. Moreover, this study can be helpful in directing decision making process since it explores the effects of using ICT tools on students' motivation.

Finally, this study could contribute to our knowledge base because of its attempt to investigate the effects of certain grouping of ICT tool (Interactive Multimedia, Video, PowerPoint and online learning) on specific components of EFL speaking skill.

Research Question

This research study tried to explore the following questions

1- Is there a statistically significant difference between the general speaking skill posttest mean scores of students who received learning and teaching through ICT and the posttest mean scores of those who received their learning and teaching through traditional teaching aids?

2- Is there a statistically significant difference between verbal linguistic component posttest mean scores of students who received their learning and teaching through ICT and posttest mean scores of those who received their learning and teaching through traditional teaching aids?

3. Is there a statistically significant difference between auditory paralinguistic component posttest mean scores of students who received their learning and teaching through ICT and the posttest mean scores of those who received their learning and teaching through traditional teaching aids?

4- Is there a statistically significant difference between visual nonverbal paralinguistic component posttest mean scores of students who received learning and teaching through ICT and the posttest mean scores of those who received their learning and teaching through traditional teaching aids?

5- Does employing ICT tools to learn and teach EFL speaking skill have a significant effect on students' motivation?

Limitations of the study

This research study has some limitations. First, this study was conducted on a small sample of participants in one of Al-Ain public preparatory schools. In addition, the sample chosen for the study is (Grade 8) male students from one of the schools in Al-Ain. So the results can not be generalized to other grades or the other gender. Finally, this study was implemented in the year 2010. Thus, the study is limited only to a male public school in one city in the UAE and in one academic year.

Definitions of Terms

Speaking Components

There are verbal and nonverbal components of the speaking skill that are all important to achieve effective communication. Shumin (1997) emphasized, it is difficult for EFL learners to master speaking because they lack sufficient diverse social interactions that necessitate not only *verbal* linguistic components but also *paralinguistic* and nonlinguistic components as well.

Verbal & Nonverbal Components

Mead & Rubin (1985) emphasize that oral communication is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both i) verbal and ii) nonverbal components. Knapp & Hall (2009) argued that it is difficult to separate verbal linguistic components from nonverbal components. Nonverbal communication is defined as “communication effected by means other than

words” (Knapp & Hall, 2009, p. 5). In addition, “more than 50% of information is perceived and retained through nonverbal language” and nonverbal communication “illustrates most accurately the message and the interlocutor pays greater attention to it” (Firica, & Firica, 2009, p. 370). Finally, “55 percent of communication is through body language, 38 percent through vocal paralinguage and specifically vocal tonality, and only 7 percent through actual words”(Mehrabian, 1981, p. 76).

Verbal Linguistic Component

Shumin (1997) referred to verbal component as the combination between the “grammatical and the semantic” (p. 8), during speech. In short, verbal component refers to communication affected by words, (Knapp & Hall, 2009).

As for the paralinguistic components many classification schemes were developed; one of these famous classifications is explained by Crystal (1966). Figure 1 presents the paralinguistic components embedded in the communication act. Generally, major nonverbal paralinguistic components can be classified into two main components; auditory and visual.

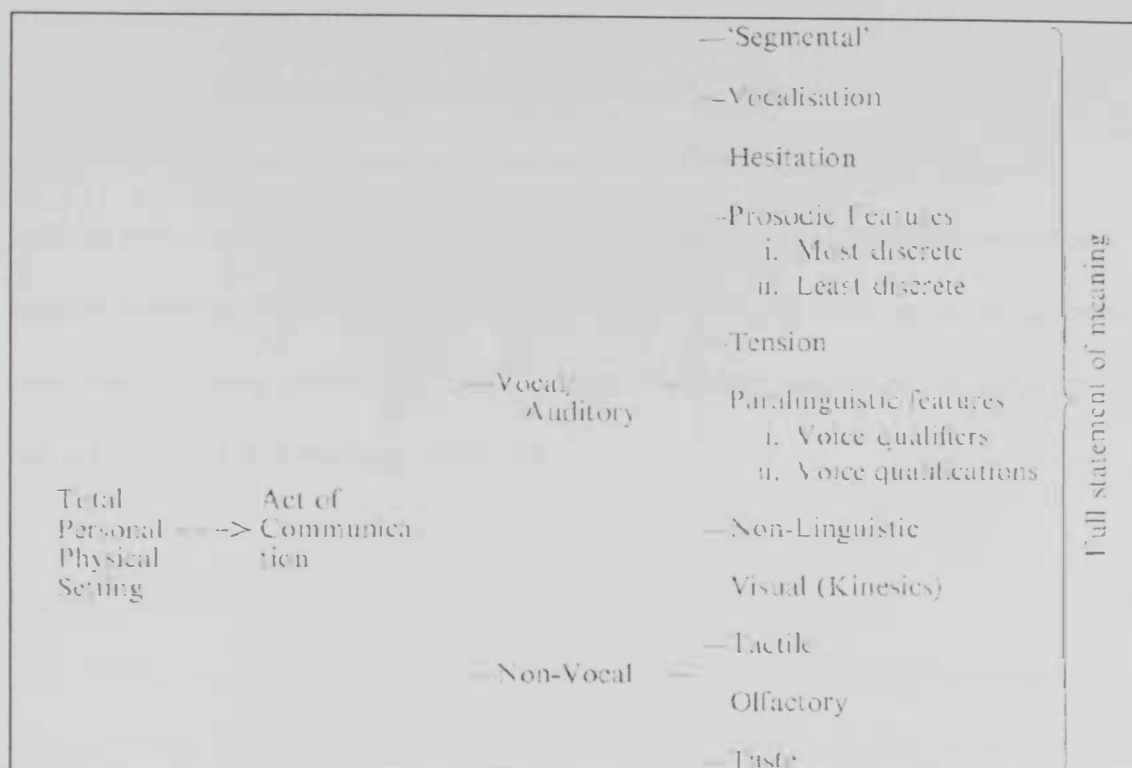


Figure 1. Classification of the communication act by David Crystal (1966, p 97)

Auditory Paralinguistic Component

The auditory component can be defined as “the paralinguistic elements of speech such as pitch, stress and intonation” (Shumin, 1997, p. 8). Also auditory paralinguistic features are referred to by Darwish (2006) in his comparative linguistic paper. He mentioned that “the auditory paralinguistic features such as quality of voice, pitch, speed, interjections, fillers, and vocalizations, etc” (Darwish, 2006, p.80).

Visual Nonverbal Paralinguistic Component

On the other hand, Shams & Alsaadany (2008) emphasize the significant effects of the visual paralinguistic features. They argued that “the following paralinguistic features prove to be very effective in understanding and comprehending conversational English according to this order: proximity, posture, lip-setting, looking, facial expression, appearance, gesture, and other miscellaneous paralinguistic features distinguished by hearing”. (Shams & Alsaadany, 2008, p.83)

ICT in Education

ICTs stand for Information and Communication Technologies. According to Blurton (2002) ICT is defined as “diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information”. Blurton emphasized the important role played by ICT tools in education. It is a common term that includes any communication device or application, including: radios, televisions, cell phones, computers and networks hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferences and distance learning. ICT is also defined as the study or business of developing and using technology to process information and help communications. Finally, Anderson (2010) also defines ICT as “..... the many technologies that enable us to receive information and communicate or exchange information with others”. They include every product associated modern technology. ICT tools are a continuous increasing list of tools because

of the rabid development of technology. They include; computer, internet, video, television, radio, interactive whiteboards, etc. Figure 2 presents some of the numerous ICT tools that can achieve a huge development in education.

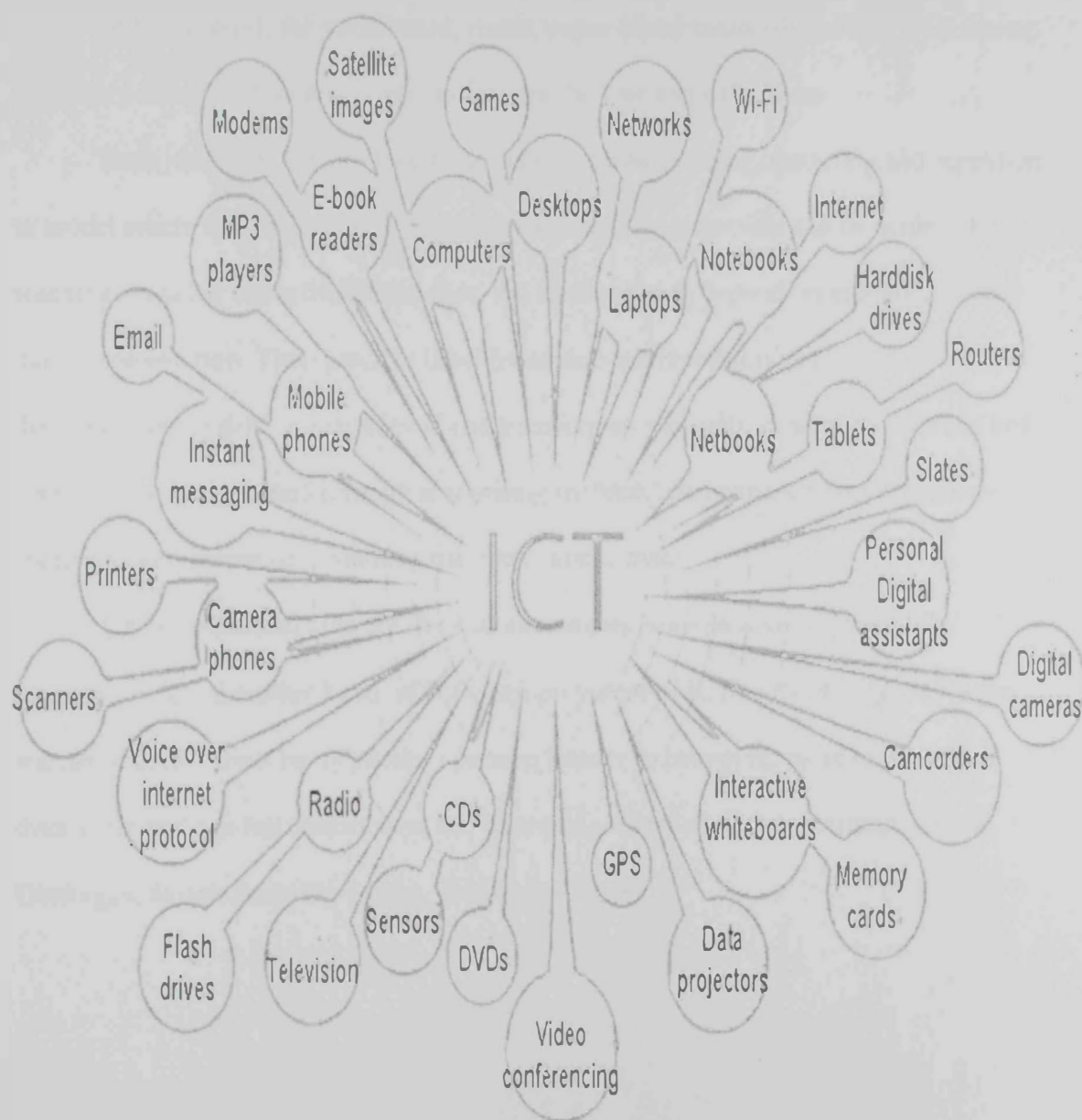


Figure 2. ICT comprise many technologies, adapted from Anderson (2010, p 4)

Traditional Teaching Aids

Traditional teaching aids are those old learning and teaching helping means that help facilitate learning and teaching. Using traditional aids means that the teacher makes use of the blackboard, the whiteboard, realia, paper-based materials such as worksheets, pictures, posters, wall chart, ... etc. to achieve the learning objectives

Such materials usually lead to teacher-centered learning, modeling and repetition to model where few incidents of student-student active interaction can be achieved. In teaching speaking using traditional aids, the teacher has to depend on modeling speech during presentation. Then practice is achieved through repetition and different forms of drill; mechanical drill, substitutional and transformational drill. Finally, assessment and performance are assessed through monitoring students' performance during teacher-student(s) interaction or student(s)-student(s) interaction.

Using traditional aids usually makes students mere passive recipient of information. On the other hand, effective employment of ICT tools usually makes the learner liberated from being purely a passive learner to becoming more empowered, discoverer and has full control over the pace and content of his/her learning., Davis, Desforges, Jessel, Somekh, Taylor, & Vaughan (1997).

CHAPTER 2

REVIEW OF LITERATURE

Overview

There are numerous benefits of integrating various ICT tools in education. Kyriacou (2009) describes the use of ICT in education as “the single most significant development over the years regarding academic work” (p53). He mentioned five important activities for ICT based learning; (1) blended learning, (2) online learning, (3) computer-assisted learning, (4) learning platforms, and (5) the virtual learning environment. He listed some benefits of using ICT. He begins by the attractive effect of ICT or what he calls the ‘wow factor’ which has a direct positive impact on students’ motivation. Second, ICT tools enable students to discover new learning channels. Third, ICT tools make student familiar with their use in various settings.

Krashen (2007) highlights the benefits of ICT tools especially for EFL students as sources of interesting comprehensible input. He argued that free voluntary surfing, one of ICT tools, is the “best use of the computer, given today’s technology”. He emphasized the necessity of being those tools “so compelling” in order to make EFL students so absorbed that they forget that the information they get, “input”, is in another language.

The following review of literature will focus on providing a theoretical framework for employing ICT in education. Then an analysis of related literature of ICT various tool integration is provided; computer assisted language learning and interactive multimedia, PowerPoint and video and virtual learning environment and language

learning. In addition, a demonstration of the importance of motivation for learning and language acquisition is highlighted with theories of motivation and L2 learning. Finally, a summary is concluded with a group of related studies and the contribution of this research study to the existing literature.

Theoretical Framework

Numerous attempts were made to find a sound theoretical framework for technology integrations. Technology integration was always accused, by many of being based on a theory of learning and not a theory of language. For example, Mackinnon (2002) emphasized that various models of technology integration derived their theoretical frameworks from two different models of teaching and learning; directed instruction and constructivism. One of the technology integration model closely associated with the speaking skill is a model that makes use of online learning. Britain & Liber (1999) suggested that online learning should be integrated from a 'pedagogical perspective' (p. 12), to improve learning.

The pedagogical model suggested by Laurillard (1993) was adapted and cited in Britain & Liber (1999) has led to the development of 'the conversational framework' for online learning (Laurillard as cited in Britain & Libber, 1999, p. 12).

The new framework is based on the 'constructivist and conversational approaches' to learning significant to the development of the speaking skill. It also relies

mainly on effective teacher-student interaction through negotiating topics as well as contributing to actions '*constructed around the dialogue*'. This framework is characterized by being '*discursive, adaptive, interactive, and reflective*' for the learner which can be relevant to online learning pedagogy (see Figure 3).

ICT Integration

Breuleux (2001) states that providing ICT facilities and related programs are not enough to enable students to master the skills and proficiencies. He emphasized that ICT can support cognitive processes once effective integration is achieved. Thus, ICT integration should neither be restricted to computers only nor should it be confronted to certain subject matter. It should include all other communication devices and it can be used in teaching any subject matter.

According to Pisapia,(1993) integrating technology with teaching means the use of learning technologies to introduce, reinforce, supplement and extend skills. For example, if students are being instructed to read reading comprehension passage and they are provided with a computer follow up activities, this is integration. If they are just provided with computers to watch or play games or surf the Internet without any follow-up activities that leads to mastering certain skills, there is no ICT integration.

Also, Roblyer (1997) states that the most important and the most difficult challenge in integration is how teachers can help to improve existing conditions or to create important educational opportunities that did not exist without technology. As part

of this process, teachers decide what they need to make these changes occur. This process of determining where and how technology fits is known among educators of educational technology as integration.

ICT Empowers Teaching and Foster Learning

It should be assured that only effective Integration of ICT can result in what we call meaningful learning. Meaningful learning experiences that leads to a sense of understanding and is connected to the personal experience or other knowledge which learners' posses. Meaningful learning is viewed as necessary for academic achievement, for making one's way in a complex world, and for engaging in problem solving. It creates the opportunity to interact with other learners in sharing, discussing, constructing and negotiating meaning leads to knowledge construction. This is contrasting with traditional learning environment where learning was happening in classrooms without integration of technologies. Nowadays, teachers have the opportunity to use technology in different ways: drill and practice (i.e learning new English language vocabulary), tutorials, simulations, problem-solving and productivity tools.

In summary, effective use of ICT in classrooms enhances learning process in many ways: motivate learners, promotes active learning, provide practice required to master basic skills, help learners investigate reality and build up knowledge, it provides tools to increase student productivity, promote higher thinking skills, help learners work at their own pace, it gives learners more control over their own learning, it facilitates

collaborative and cooperative learning, it promotes independent learning and offer an opportunity to accommodate different learning styles and give learners instant feedback to their responses.

Computer Assisted Language Learning & Interactive Multimedia

Iheanacho (1997) investigated the effectiveness of two multimedia programs - one with motion graphics and text and the other with still graphics and text- on students' vocabulary acquisition of ESL. The two programs were effective in learning vocabulary but the experimental study did not show significant difference between the achievements of the two groups. However, in a delayed posttest, the recall test, significant difference between the two groups is traced in favor of the group that used the program with motion graphics. In addition, the two groups revealed positive effects towards the programs. One can also guess from this study that video can be more effective than pictures when integrating ICT tools with the intention of enhancing students' retention.

In another study, Almekhlafi (2006a) investigated the effects of interactive multimedia on students' achievements in English as a foreign language in an experimental study. Although the experimental study did not show significant differences between the achievements of the control group (paper-based learning) and the experimental group (Interactive Multimedia users), significant difference within the experimental group is traced depending on the students' different cognitive learning styles. Field-independent students seemed to benefit more from the treatment than field

dependent. This important discovery bears a significant orientation that should be taken in account when tailoring ICT tools to meet the different cognitive styles of the students to achieve effective technology integration.

Moreover, Almekhlafi (2006b) explored the effects of computer assisted language learning - in the form of an interactive CD-Rom that includes video, sound, pictures and other interactive features- on students' achievement of English as a Foreign Language. Five important results were reached in that study; a) the effectiveness of technology integration in teaching EFL, b) necessity of encouraging teachers to make use of technology, c) inevitability of integrating technology in all stages to improve learning English since the UAE became an international economic center, d) ability of technology integration to adapt to various learning styles and e) technology integration can enhance student- centeredness alleviating the role of the teacher.

PowerPoint & Video

From the previously mentioned conclusion derived from Iheanacho (1997), video seemed to be superior to PowerPoint. However animated pictures or integrating flash animation can assist PowerPoint to enhance students' vocabulary retention. In addition, PowerPoint is a very effective ICT tool in many learning contexts. Clovis (1997) conducted a study in the US that investigated the usefulness of video in teaching English to foreign children. She found that video has positive impact on the students' learning and success.

Concerning PowerPoint, Susskind (2005) argued that PowerPoint is more efficient time management strategy than writing on a whiteboard or using transparencies. The major finding of his study is: students who were taught in classrooms with PowerPoint presentation display more positive attitudes for PowerPoint presentations. Further, students were more confident for the exam that covered PowerPoint presentations.

Bahrani (2011) explored the effects of exposure to authentic video materials recorded from mass media as a source of language input on speaking English fluency. Two different groups participated in this experimental study that had Pre-test/ post-test design. The first group was EFL Iranian students who were exposed to the video materials. The second group was ESL Malaysian students who were exposed to traditional social interaction. Analysis of results showed that exposure to video materials improved speaking performance for EFL students more than the social interaction for ESL students.

Virtual Learning Environments & Online Learning

Rush (2008) emphasized there seems to be an obvious increase in the use of technology and online learning in the world. There are several initiatives report case studies of e-learning deployment and management in education. For example, Browne, Jenkins & Walker (2006) state that online learning have been adopted by many UK higher education institutions. Based on two surveys (UCISA, 2001 and MLE landscape report 2003) cited in Britain & Liber (1999), there was an increase of online learning use

in higher education institutions (from 7% to 40%) in about four years prior to 2001. In their report, the responses collected from 358 different institutions in the second survey shows a domination of online learning adoption of about (85% - 97%) by all types of institutions surveyed in 2003.

In the US, online learning education provides nearly all or a portion of formal schooling for nearly one in every 50 students according to Glass (2009). Glass (2009) adds that almost 3 out of every 4 public K-12 schools provide full, partial or 'hybrid' online courses to their students. Glass (2009) also states that there is no accurate data so far to estimate the percent of virtual schooling in the US. With more national educational centers working on national reports of this type, this situation may change soon to give more accurate data on the spread of use of virtual courses and other related Online learning. Another report by Allen & Seaman (2004) cited in Albion & Weaver (2006) reveals that *"Over 2 million higher education students took at least one online course that is around 90% of public institutions offered online courses in 200"* (Allen & Seaman as cited in Albion & Weaver, 2006, p. 2541). Because online education nowadays seems to provide more access and affordability, Clark (2009) states that the number of Americans enrolled in at least one online course increased from 2 million in 2003 to over 4 million in 2009. One of the reasons she mentioned in her report for that increase relates to the current economic recession. Therefore, learners seem to find it cheaper to access educational courses and programs. It also eliminates the cost of transportation, childcare, time off from work and other miscellaneous costs common to most Americans.

Webster & Murphy (2008) refer to the socio-political and technical reasons as the main challenges facing the adoption of innovations related to educational technologies in some parts of the world. Additionally, MCPerson (2008) clarifies the role of the IT administrator/ instructor in '*articulating and re-articulating*' the educational managers or decision makers of what is happening in the field of educational technology (MCPerson, 2008, p. 98). This could be widely debated in certain contexts where educators' voices and other research-based educational recommendations are not well handled by non-specialized managers. In other words, it is a common shared relationship between educators, technology specialists, and decision makers to first share their knowledge and recommendations in order to raise awareness and understanding of these technologies and their potentials. This is normally followed by more maturity and understanding from the decision-makers who would be able to sensibly apply these new technologies and methods in their educational institutions.

Browne et al. (2006) explore the differences in practice among universities deploying Online learning in the period between 2001 and 2005 in the UK as a country with a high percentage of adoption and implementation of Online learning. Using two different surveys that were conducted in 2001 and 2005, their study shows that 80% of the institutions that participated in the survey used commercial online learning. The authors see an increasing interest in open source online learning as they become 'more reliable' and 'more recognized' in both the educational and academic levels. They conclude by stating that in order to witness a real change in Online learning' adoption, we

need to first witness a real change in instructional methods and students active participation in these types of courses.

These reasons may vary in higher education from those in other educational sectors as discussed by Albion & Weaver, (2006). They refer to the overall quality and other crucial aspects that will support education in general, "In the tertiary sector they may include providing more flexible access to courses, raising the quality of pedagogy, developing faculty and student IT literacy, reducing distribution costs, and keeping up with the competition" (Albion & Weaver, 2006, p. 2).

In general, some of the key benefits of Online learning in HE according to Britain & Liber (1999) are:" Flexibility of time and place, Coping with increased student numbers, Sharing and re-use of resources, Collaborative work, Student-centered learning, Reducing the administrative burden, Staff Development" (Milligan, 1998, p. 9).

Al- Jarf (2005) reports her use of three online learning systems with a controlled group of learners who study the same course at King Saud University. She comes to a conclusion that careful course design could be crucial in achieving success in online learning or an online course. Kalay (2004) goes one step further in exploring more advanced forms of online learning as in the case of some social-networking environments (e.g. micro-blended blogging websites or avatar worlds). In a reported study on the use of online learning in an architecture course at the University of California, he explains the advantages of using this environment to provide ideal learning opportunities for his

students due to the nature of the course. In such a course learners are supported in knowledge, social, and behavioral aspects.

He adds that in these environments time and space are 'malleable constructs' where it is possible to create certain virtual worlds or contexts for the learners to make a context 'more appropriate' as a 'constructive' learning environment. This could be done through both the revolutionary social actions and cultural settings provided in these new online learning environments. It is obvious that using online learning requires the existence of computers, internet connectivity, and appropriate online materials to be used in a course. In many contexts, none of these aspects may represent crucial obstacles as there is an increasing use of computers and the Internet both at home or in school all over the world. Because of the popularity and increase of interest in technology around the world, there also seems to be an interest in investing in ICT and educational technology, although it might not be fully understood by decision makers in some countries or regions.

In their review of published research in ICT in education, Fox & Pearson (2008) describe most of these studies as representing the '*early stages of technology adoption*' where the focus is on raising awareness, learning new processes, understanding and applying, building confidence, and or the adaptation of outcomes to other contexts". They also add that a high proportion of work on this field (around 16% of a total 461 publications) highlighted 'second language acquisition in autonomous, self-accessed or

distance education programs and on the analysis of computer conferencing and guided self-study' (Fox & Pearson, 2008, p. 177).

Many studies that relate to the use of online learning tend to discuss the features and choice of online learning. Others may relate to the free open sources versus other commercial environments. They may also discuss, in one way or another, the potentials of using third-party plug-ins or extra scripts to enrich online courses or discuss the factors that may lead to its spread in an educational institution. A more important discussion, however, should address how these online learning are integrated to facilitate learning

Blended Language Learning

Kumar & Maija (2008) pointed to the modern trend of turning language learning classroom to blended learning environment. Blended learning environment is defined as the learning environment that "uses multiple teaching and guiding methods by combining face-to-face sessions with online activities and utilizing a mix of technology-based materials" (Kumar & Maija, 2008, P. 5). In fact blended learning opens lots of closed doors for teachers and learners. Even in the best classroom settings, there are always limitations related to the classroom environment, size, number of students, number of weekly sessions or their duration, and the available blended learning resources and technologies. Blended learning in that case looks like an ideal extension of the classroom experience so it is not a 'one-time experience' (Singh & Reed, 2001, p. 1). The learners can then enrich their work, review lessons, interact and inquire about learning concepts and other social topics. Many technologies could support this enrichment process (e.g.

videos, flash and other animated objects, recorded lessons, audio conversations, discussion forums, emails, and PowerPoint slides). Virtual learning environments may open doors for better implementation of blended learning through the use of consistent and secure learning environments with controlled access and organized management and communication systems. Steward (2002) emphasized that blended learning could motivate learners where they value this mixed mode approach than a traditional single-mode learning approach.

Other researchers such as Ennew and Fernandez-Young (2005) see that blended learning delivery has been limited so far due to a failure to 'understand the market' and what the learners or 'customers' need not what is 'technologically' appropriate. Technology, particularly web-based learning, seems to require a 're-conceptualization of the learning paradigm' as Dziuban, Hartman & Brophy-Ellison (2004) suggest. This change as may lead to a development in the 'quality, effectiveness, convenience and cost of learning' (Singh & Reed, 2001, p. 2).

In a study on the use of virtual learning environments and other online tools in a number of courses run for Scottish HE Institutions' teachers at the University of Heriot-Watt, Milligan (1998) experimented several roles through these courses. The courses offered students a dual role by providing access to course content as well as investigating the 'quality' of course structures. Over a period of two years in this project, a range of approaches were used for materials delivery, (*e.g. task based, self-paced, and discussions*). This type of teaching requires careful planning and awareness of its nature as different from traditional f-2-f instructions. In many instances the material design and

the instructional technologies that are applied in a blended learning will vary relatively from those directly applied to a traditional teaching program.

Blended learning is always characterized as a remedy for problems in many contexts. It can help individual teachers adopting a virtual learning environment or the more organized institutions offering online learning solutions as a main learning component. Carman (2002) introduces five key characteristics or 'ingredients' for blended learning modes of teaching and interaction as follows;

- Live events: with attention, relevance, confidence, and satisfaction
- Self-Paced learning: with appropriate and modern multimedia and reusable learning objects
- Collaboration
- Assessment
- Performance support materials: as *(the most important' element in all the above ingredients)*.

Motivation and Language Acquisition

It is broadly acknowledged that motivation plays a critical role in academic learning in general, and it is particularly true of the "sustained process of mastering an L2" (Dörnyei, 2005, p. 616).

Defining the concept of motivation seems rather difficult, because there is disagreement about the precise nature of its meaning. It seems to vary from culture to culture and from individual to individual. This is a problem, because the clarification of a

definition is the first step to any further investigation. A general definition of the term motivation refers to 'the process whereby goal-directed activity is instigated and sustained' (Pintrich & Schunk, 2002, p.5). Intensity refers to the quantity of effort, while direction refers to what you are drawn too. Evidence suggests that enhanced motivation promotes learning, performance, enjoyment, and persistence. The research has specified that if an individual is highly motivated to learn a different language, has an open and accepting approach to new cultural groups, has a positive appraisal of the learning situation, then this person might be described as being integratively motivated to learn the language. It is also inferred that this person is extremely successful in learning and using the language.

Interinsic motivation is defined as "the performance of behaviors that are motivated by interest or enjoyment in the activity itself" (Bronstein, Ginsburg, & Herrera 2005, p.559). In addition, motivated students devote "more attention to a task for its own sake rather than as a means to an end" (Cooper & Jayatilaka, 2006, p.159).

However, Dörnyei & Csizer (2002) discussed intrinsic motivation showing the concept of "integrativeness" to be different, to some extent, from the intrinsic motivation of integration into society.

Theorists have distinguished between two main types of motivation: intrinsic motivation, which is based on an internal drive to pursue tasks for the satisfaction it

provides and extrinsic motivation where the pursuit of tasks is accomplished for their ends.

Urdu (2003) argued that when both an extrinsic reward and intrinsic motivation are present for the same task, the reason for engaging in the activity is usually determined and the extrinsic reward may replace intrinsic motivation.

Theories of Motivation and L2 learning

There are a lot of theories that focus on motivation and the concept has been studied in relation to various learner factors; however, very little research targeted at the effects of self-identity changes influenced by the target language through cultural perspectives in an EFL context. Self-identity is perceived by learners in terms of language learning and cultural groups that they belong to, as well as their values. According to Gao, Zhao, Cheng, Ying & Zhou (2007), self-identity changes were classified into six categories; "consisting of self-confidence, additive, subtractive, productive, split and zero changes" (p 137). Dörnyei (2005) calls his new model "L2 Motivational Self System", which is a broad construct of L2 motivation, made up of three dimensions: "ideal L2 Self", referring to the L2-specific facet of one's ideal self, "ought-to L2 Self", referring to the attributes that one believes one ought to possess (i.e., various duties, obligations, or responsibilities) in order to avoid possible negative outcomes and "L2 Learning Experience" , which concerns situation-specific motives related to the immediate learning environment and experience.

Thus, according to Dörnyei (2005), the first important point to emphasize when exploring the field of L2 motivation is that learning an L2 is different from learning other school subjects. He argued that while an L2 is a "learnable" subject in that discrete element of the communication code - grammatical rules and lexical items - can be taught explicitly, it is socially and culturally bound: making language learning a deeply social event that requires the incorporation of a wide range of elements of the L2 culture.

Second language acquisition theory leaves no doubt about the crucial importance of a further affective variable, motivation, which is actually a cluster of factors that 'energize behaviour and give it direction'. The latest approach in Achievement Motivation is an integrative. It is based on the premise that performance motivation results from broad components of personality which are directed towards performance. As a result, it includes a range of dimensions that are relevant to success at work but which are not conventionally regarded as being part of performance motivation. Especially it integrates formerly separated approaches. Paul (2003) pointed out that inserting the new targets into games elicits a genuine and meaningful desire and need to learn, giving some space for pupils to think. He goes on to say that pupils are likely to feel a sense of ownership of those new words and patterns, which may play a meaningful and active role in the personal mental model of English.

One of the ways a teacher can do to stress intrinsic motivation is by emphasizing the students' personal successes. She emphasized the fact that the students needed to be happy with and proud of their work. One technique to do this can be using a worksheet

where students are to fill out “I’m proud of my writing because.” The students would have to fill in blank lines with examples of things they are proud of about their writing. Afterward, they also have to write out things that they want to do better on. This exercise allows each student to realize their strengths, and attempts to get each student to be self-motivated to work on their weaknesses.

Carreira (2004) emphasized the necessity of promoting perceptions of autonomy. It is important to create an autonomous climate in the classroom. One of the ways to enhance perception of autonomy is to provide opportunities for pupils to control and choose different activities within a range of activities that fit into the curriculum. Paul (2003) suggested a child-centered lesson. In a traditional teacher-centered lesson, teachers first introduce new words and patterns using techniques such as “repeat after me”, bringing a model pair to the front of the class and demonstrating an activity as Paul (2003) suggested. After this, pupils practice, do role-play, and afterwards play games. Getting learners involved and motivated in learning is essential. For teachers and learners, however, the real challenge lies in finding ways of sustaining that motivation through the long and often arduous process of learning a language. This entails developing skills and strategies for regulating motivation. How can learners be brought to see themselves as agents of their own thinking and thus with the capacity to redirect their thinking in healthier ways? Once again, the social-interactive context of learning would seem to play a crucial role. By providing positive interpersonal support and appropriately structured feedback, teachers can prompt and scaffold learners’ attempts to reflect

constructively on their learning experience and to redirect their thinking in more positive ways. The teachers' task here is not so much to tell learners what they think, but to lead learners to reflect on and evaluate their own achievements and learning experience in a constructive manner.

In addition, Brown (2000) argued that language learning motivation is classified into three categories: "the overall motivation" or global motivation which refers to learning a second language as a general tendency; "situational motivation" is based on the time of study and has different situations; "task motivation" in order to achieve a means Specific learning task caused motivation.

Thus, motivation is one important factor in learning. Both traditional and online classrooms may share or differ in the required motivation factors for learning. In the second case, technology itself might be a motivation factor, but there are also other elements that need further studies and highlighting for this new pedagogical mode. Social interaction is one of these factors. Albion & Weaver (2006) introduce "social presence" as a significant positive motivating factor for learners. They explain that social presence was rather focused on 'learning outcomes' in the sense that it increases in course discussions related to 'course work', but decreases to the lowest rates when marked as just 'incidental social interactions'. The researchers also worked on identifying the top six ranked social presence behaviors that learners highlighted in their reflections that can support learning in an online medium. These six factors are:

"1. Feedback from other participants

2. Use of personal experiences and examples
3. Offers of help from other participants
4. Acknowledgements of comments by other participants
5. A sense of community within the course
6. Being personally invited by another participant to respond to a query”(Albion & Weaver, 2006, p.2455).

Chyung (2007) argues that learners' motivation could not be predicted just by their online behavior or presence. In her study on motivation through 'online contract learning', she highlights the importance of observing the 'process of structuring learning' rather than the 'content structure'. She argues that students' lack of presence in an online setting is neither an indication of their participation nor motivation level in an online course. She also refers to the 'age' factor, where older learners posted significantly more messages than younger ones. In her findings, she finds that having 'confidence, taking more responsibility, fun, relevance', and above all, the optional activities - or what she calls 'side dishes' - were of the most important motivational factors for learning, reported by students on their studying in this course.

The motivation of L2 learners is an area of interest to many teachers and researchers. Motivating learners requires a lot of efforts and understanding of learners' different needs. Patronis (2005) conducted a study on first-year ESL learners at UAE University suggests that online interaction, through online discussion forums or similar tools, could enhance learners' motivation. Using Keller's motivational model (ARCS) of

(learners' attention, content relevance, confidence, and satisfaction), the researcher examined four motivational requirements for learning and related them to the introduced online environment. Based on students' level and type of engagement in the course, the researcher came to her findings which were supported by the following aspects/ factors:

- “1. The level of interaction with other learners
2. Instructor's contribution to the discussions and the VLE
3. Considering it a safe environment for learners.
4. Accessibility and convenience due to the affordance of technology and computer skills in the UAE context.
5. Facilitator's feedback” (Patronis, 2005, pp.11-14)

The only barriers reported by some students on that study were (discomfort with the medium from few students, anxiety, technical problems, inaccessibility, and time pressure). Most of these are related to “students' prior experience with technology” as described by the researcher.

In another study Dörnyei & Csizér(2002) of the ten most important ways of more than 51 motivating factors for L2 learners, four of them have therefore been identified as being relevant in a typical VLE context:

- “1. Make the language classes interesting.
2. Promote learner autonomy.
3. Personalize the learning process.
4. Increase the learners' goal-orientedness (through real situations and authentic materials)” (Dörnyei & Csizér, 2006, p. 215: 218).

These four elements seem possible in a VLE online context for a number of reasons. First, learners are competent and actually enjoy using computers for learning both at home and in class. Second, they can hopefully be encouraged to become more autonomous and independent learners. They also personalize their own learning through choosing and customizing their own learning experiences. Finally, they get involved in semi-real situations through simulations, online materials and social online discussions and interactions.

In their report on motivation for a group of teachers attending a BL training program in Singapore, Wettasinghe & Hasan(2006) refer to the social constructivist theory as a 'standard component of computer mediated communication' that many educators appreciate. In their findings, they present five main elements that participants enjoyed in the 'online discussion forums' of the course. These five elements are:

- Convenience to learn/ study anytime,
- Flexibility in the approach towards communication with peers
- Self paced
- Promised content (content and knowledge, etc.)
- Having the lecturer as the online facilitator" (Wettasinghe & Hasan, 2006, P.1467).

Add to this the high percentage of participants' responses that reflect a high level of 'confidence' and 'ability to manage' learning through the online course and forums with opportunities for 'collaborating and communicating' with other course participants and the teacher.

Summary

To sum up, from the previous sections it can be concluded that various tools of ICT has positive impacts on students' learning and motivation. Recently, there has been an increasing interest in using ICT tools to improve the learning processes. In addition, the amazing innovations in computer and information and communication technology made access and use easier and more convenient. This unprecedented development led research to explore new channels to integrate various ICT tools in various educational processes. In fact, ICT tools provided a better chance for learners of English as a foreign language to get more effective interaction with English language. Virvou, Maras & Tsiriga (2000) conducted a study that interprets the increasing use of ICT tools by teachers of English since they reported that technology integration is at its best when the target language is not the mother language. Becker, Ravitz & Wong (1999) found in their survey that language teachers employ technology more than teachers of English and Science. This high rate of integrating ICT tools in teaching English as a foreign language is interpreted in the light of the numerous advantages that enhance the foreign language learning and teaching. Similarly, Peterson (2005), listed some studies that employed different ICT tools and reached the conclusion that "real time interaction in virtual environments offers a number of potential benefits to language learners"(Peterson, 2005, p. 29). Moreover, Zah, Kelly, Park & Fitzgerald (2006) recommended using online discussion activities and peer assistance in language learning; they found that "online

group activities can be used to promote students' use of language'' (Zah, Kelly, Park & Fitzgerald, 2006, p. 364).

Moreover, Lu, Hou, & Huang (2010) investigated the effectiveness of technology integration to teach speaking in authentic situations. They reached a number of valuable conclusions. First, ICT enhanced teacher-students interaction and students-students interaction. Second, provided real life situations that enable students acquire their pragmatic competence. Third, ICT tools emphasize student-centered learning, since ICT tools enabled students to be an active knowledge explorer and not a mere passive recipient.

Finally, this research study represents an unprecedented attempt to explore the effects of various ICT tools on *specific* components of EFL speaking skill. Previous studies explored the effects of ICT on general achievement of English language generally or mastering one or more skills. This research study can be a general framework for a deeper analysis of ICT effect on the specific components of each language skill to reach a successful integration through better matching of various ICT tools with their appropriate specific skill components.

CHAPTER 3

METHODOLOGY

Overview

This chapter describes the methods used in this study. A quasi-experimental quantitative method was implemented in this study to investigate the effectiveness of ICT tools to enhance the EFL speaking skill. In addition, this chapter sheds light on the adopted research design, employed instruments, targeted population and selected participants. Finally, means of data collection and methods of analysis are concluded.

Population & Participants

Students of grade 8 at one of the schools in Al-Ain were the population of this study. The previously mentioned school was selected because of the feasibility. The whole population comprised of 58 male students distributed in three classes. The majority of the students were from the Emirates whose native language was Arabic. They came approximately from the same social, cultural and economic background. They were all learners of English as a foreign language.

Two intact classes from the three classes were chosen for the experiment. The researcher taught English to the two selected classes. The first class which consisted of 19 students was the control group. The second class which consisted of 20 students was the experimental group.

Research Design

A quasi-experimental research was implemented on two classes of grade 8 male students at one of the schools in Al-Ain. One of the two classes was used as the control group where the speaking skill was taught and learned without using ICT. The second class was the experimental group where the speaking skill was taught and learned using ICT (online learning, video, PowerPoint and Longman English interactive CD 2). A pre-test, post test experimental design was used to assess the general speaking skill and its three components: verbal linguistic, auditory paralinguistic and visual nonverbal to answer the first four research questions. A questionnaire was administered to the students of the experimental group after the end of the experiment to answer the fifth research question. The independent variable is employing ICT tools in learning and teaching the speaking skill. The dependent variables are the general speaking skill and its three components: verbal linguistic, auditory paralinguistic component, visual nonverbal component.

Instruments

Speaking Test

A modified version of the revised IELTS test was used as an instrument of assessing students' achievement of the speaking skill and its specific components. It was comprised of three phases. In Phase I, which lasted for 4-5 minutes, the student answered general questions about themselves, their homes/families, their studies, their interests, and a range of similar familiar topic areas.

In Phase 2, which lasted for 3-4 minutes, the participant was asked to look at a picture and describe it for one or two minutes.

In Phase 3, which lasted for 4-5 minutes, the examiner and participant discussed issues and concepts thematically linked to Phase 2.

A fourth part, Phase 4, which was a reading aloud session, was added at the beginning of the test to accurately handle the auditory paralinguistic component. It is exactly similar to the first part of the TOEIC speaking test where a participant is to read aloud a printed text. The participant had 45 seconds to prepare. Then he had 45 seconds to read the text aloud (see Appendix A).

Questionnaire

A questionnaire was adapted and translated from a study by Passey, Rogers, Machell & McHugh (2004). This questionnaire was originally made to assess the effects of ICT on students' motivation. The researcher obtained the permission of using the questionnaire electronically (see Appendix B). The adapted version was slightly modified and translated by the researcher to assess students' motivation in learning speaking through ICT tools. The questionnaire consisted of thirty items and was an adoption of a five-point Likert scale (see Appendix B).

Validity and reliability

The modified versions of the IELTS Test were used by a certified IELTS examiner. A certified IELTS examiner was chosen to increase inter-rater reliability of the

test. Boddy (2001) emphasized that the new test format of the IELTS speaking test makes it fairer and more reliable. The content of the tests were reviewed by a panel of experts, three English language teaching advisers, and were refereed to have content validity. They suggested slight modifications for the reading aloud Phase to ensure their suitability to the students' level. The pretest had the same type and number of questions as the posttest. In addition, the rubrics for assessment were the same (see Appendix C). Although students were familiar with the content of the test items- since the questions of the pretest and the posttest were of the same type, the testing effect might threaten the internal validity of the experiment. However, such a threat is controlled because a control group is already included. Johnson & Christensen (2004) propose that any testing effect that might have occurred in the experimental group would have also occurred in the control group. In addition, the researcher made sure that participants received no feedback about pretest responses prior to receiving the treatment and taking the posttest.

As for the questionnaire validity, the questionnaire was adapted and translated from a study made by Passey, Rogers, Machell & McHugh (2004). It was used to assess students' motivation towards ICT and whether their motivation is affected (See Appendix B). In addition, three Ph.D. holders who have experience and knowledge in technology integration reviewed the questionnaire to make sure of its appropriateness, accuracy and relevance to the content. Moreover, two Arab teachers of English known to have experience in translation reviewed the translation of the questionnaire from English to

Arabic (see Appendix B). Slight modifications to the Arabic structure of few items were made.

Finally, concerning reliability, the questionnaire score was reliable. The score reliability was calculated using Alpha Chronbach, using SPSS (version 18.00). The score reliability was 0.915. This meant that the questionnaire was highly reliable (see Appendix D).

Procedures

The two available classes were selected and pre-tested. The study was designed to last for 8 weeks. The second class, the experimental group received their speaking learning and teaching through ICT by the researcher as a teacher integrating four ICT tools; Interactive Multimedia, video, PowerPoint and online learning. The experimental class had their speaking classes in the computer lab which is equipped with computers, Longman English Interactive CD 2 installed and headphones with built in microphones. The computer lab was also equipped with master computer, speakers and a Data- Show. Teacher used a group of video materials downloaded from "youtube" (Learn English with Mr Duncan) PowerPoint presentations downloaded from the internet to highlight the visual and auditory paralinguistic component. Students were asked to log in Longman Site for practice. The students were given a user name, a password and an access code to log in to Longman website,

<http://lei.pearsoncmg.com/mel/loginFailure.do?errmsg=Invalid+login+name%2Fpassword+combination+OR+you+don%27t+have+a+subscription+to+this+site.&siteid=7909>.

Students followed the links to practice the lessons assigned at home. In addition, students were given two additional links for two websites designed by the researchers,

<http://sites.google.com/site/abumofreh> and <http://mofreh.0catch.com>.

The researcher taught the speaking skill to the first class, the control group, without integrating ICT depending on traditional teaching aids. The researcher used the same content of the ICT tools but through paper-based instructions. Students of the

control group had to answer some worksheets, at home, that had the same objectives of the homework given to the experimental group.

In this study, the same subject matter was covered and the two classes used the same content with different teaching aids. Both classes had the same content of homework but the experimental group did their homework online (see Table 1).

Teaching Methods

As for the teaching methods, two effective teaching methods known for their efficiency in teaching the speaking skills were used in both the experimental and the control group; communicative language teaching method and task based language. The two methods are closely related as Richard & Rogers (2001) argued that TBLT is a logical development of Communicative Language Teaching where the use of tasks is the core unit of planning and instruction. They date back origins of the use of tasks to the 1950's when tasks were used in curriculum design of military vocational training practices. They give additional examples of materials and activities used in a task based lesson and classify them into two types. The first type of these materials is "Pedagogical Materials" or materials "that can be exploited for instruction in TBLT". They include "task focus" or "task-based activities" which resemble familiar classroom activities for teachers who employ CLT activities. Examples of these activities are jigsaw, information gap, problem-solving, decision-making, opinion exchange and dicta-gloss. The second type of these materials is called "Realia" and is favored by TBI proponents who are after authenticity. They include materials drawn from mass media such as newspaper,

magazines, radio and television. They also include the rich and varied materials provided by the internet.

The only difference when applying the teaching methods within the two groups is employing ICT tools with the experimental group whereas the control group was taught through the traditional teaching aids, worksheets, pictures, posters, wall chart, white board... etc.

Reasons behind Adopting TBLT and CLT

Hitotuzi (2008) lists a group of empirical studies done in Asia that support TBLT. He reaches the conclusion that TBLT "is beneficial to learners not only in terms of proficiency enhancement but also enhance motivation. The task is the main target in TBLT. Nunan (2006) defines a task as, "a piece of classroom work involving learners in a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form".

However, TBLT can be a successful method provided that a careful selection of task type and a well organized plan for adapting the whole methodologies, strategies and techniques of TBLT are made to ensure effective language learning outcomes with the students in focus.

First, there should be a careful selection, modification or design of the task itself. The best types of tasks that can be selected to such students are focused tasks. Skehan (2003) refers to the three types of focused tasks distinguished by Ellis (2003); (1)

structured based production tasks, (2) comprehension tasks and consciousness raising tasks. As for the structured based production focused tasks, teacher intervention especially in the case of complex structural areas is vital to obtain the minimum acceptable criteria of achievement. Concerning comprehension based focused tasks; certain features of input should be highlighted to make for the students' limited vocabulary stock. Finally, consciousness raising focused tasks should be accompanied with explicit knowledge "practice activities" to match instruction to the probable low level of the "learner's built in syllabus". Ellis (2009).

After selecting the task, careful plan is defined for adapting the whole methodologies. This plan should take certain measures to avoid the group of misunderstandings which Ellis (2009) highlights as the source of genuine problems.

Finally, Ellis (2009) listed some criteria to ensure effective tasks. First, the task should have a focus on meaning. Second, there should be a clear goal of the task. Third, the task should be evaluated and assessed. Fourth, the task should be authentic bearing real-world relationship.

With regard to the context in focus, the pre-task stage is crucial to attract the students' attention to concentrate on meaning and to be fully aware of the clear, definite and specific target of the task. In addition, making use of assessment for learning instead of assessment of learning enhances students' motivation especially academic underachieving students, Stiggins, Arter, Chappuis & Chappuis (2006). Finally, authenticity of the task should be maintained- as much as possible- to maximize students'

interest and provide attractive sources for the activities within the task to meet the diversity of the students' learning styles.

Secondly, Ellis (2009) emphasizes meaning and the importance of establishing a balance of semantic and pragmatic meaning. He adds that learners should be mainly concerned not only with the semantic meaning but also with the pragmatic one. This emphasis is supported by a previous definition of Skehan (2003) who along with Ellis emphasizes the nature of the learner's response in a task rather than a form of authenticity. Maintaining balance between focused tasks and unfocused tasks is a major consideration. However, this balance can only be achieved after a period of time when students become familiar with focused tasks designed for their insufficient EFL input thereafter a gradual shift to unfocused tasks is to be made until balance is maintained.

Thirdly, Skehan (2003) and Ellis (2009) place a special emphasis on ensuring effective interaction of students. Alegria & Garcia-Mayo (2009) supported by previous studies of Skehan reach the conclusion that "Even L1 use has potentially positive consequences: it serves social and cognitive functions, including "scaffolded" assistance and the creation of opportunities for language acquisition through collaborative dialogue". However, students' use of L1 should be minimized as much as possible since "the psycholinguistic rationale for task-based interaction may be undermined".

General stages of the speaking lesson adopting TBLT using ICT tools for the experimental group

There are three stages of TBLT lessons suggested by Willis (1996), (see Figure 4). However, a number of adaptations and modifications have to be made to achieve the best learning achievements with regard to the teaching English as a foreign language.

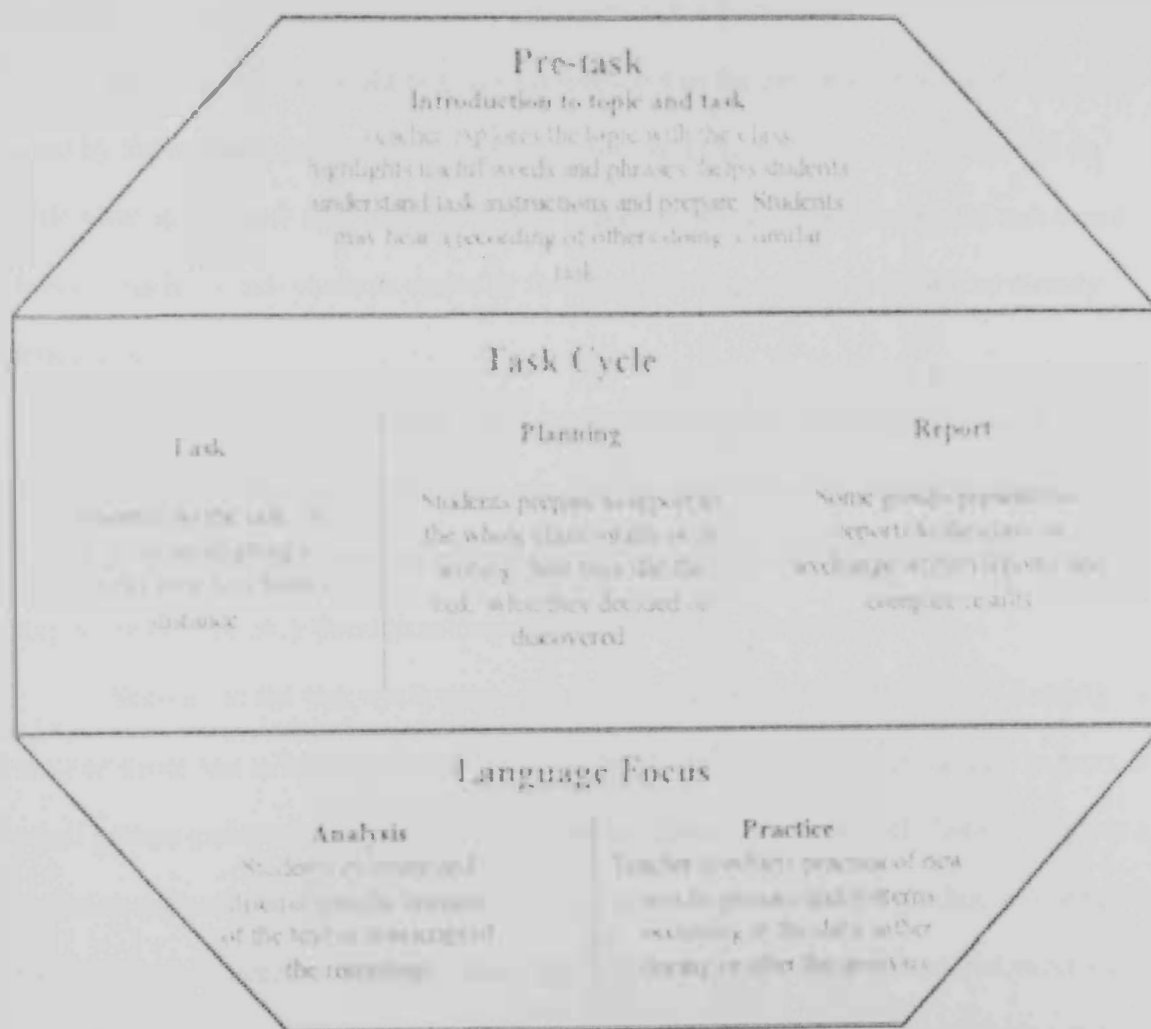


Figure. 4. Task based lesson, adapted from Willis (1996: 36)

First, in the pre-task stage the teacher has to introduce the topic slowly and makes sure that students understand the main goal of the task; the teacher explores the topic with the class, and makes use of technology to highlight useful words and phrases. In addition to the pedagogical materials and realia that can be used as sources in TBLT, Ortega (2009) lists a group of ICT tools that provide more authenticity for such digitally oriented students.

Such resources should not only be restricted to the pre-task stage but they can be used by the students to cooperate together while not at school and communicate to do following up or home task based activities that may spring from a successful task based lesson which arouses students curiosity for more learning or for modifying an already made task.

In addition, in the pre-task stage, students should hear (or watch) a recording of others doing a similar task in the pre-stage. Moreover, the teacher should receive feedback to ensure that students understand task instructions fully. This can be done implicitly or explicitly through asking direct questions to students.

Second, in the task cycle stage, (Experimental Task / Task /Planning / Report), the teacher's role has to be completely modified. Students do an experimental task in pairs or small groups and teacher effectively share the students, cooperate with them even gives a model to support the students' low level of L2 proficiency. In fact, a gradual smooth shift from teacher-centered versions of TBLT techniques towards student-centered versions should be made to compensate the students' lack of sufficient comprehensible input. Ellis (2009) refers to the distinction between pre-task- made by the teacher and the class- and

the main task – performed by the students and the teacher as consultant. This can be justified considering the fact that it is only the teacher, especially in the EFL context in focus, who can ensure the “good models” for English to promote interlanguage development. Consequently, postponing students’ complete interaction to absorb sufficient comprehensible input, from the teacher, can bring about more acceptable output. After that students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. At the end of this cycle, some groups present their reports to the class, or exchange written reports, and compare results.

Third, in the post task stage or the language focus stage (Analysis / Practice), students examine and discuss specific features recording or its transcript that focuses on one or more component of the three components of the speaking skill. There should be a modification to focus not only on verbal linguistic features but also on other nonverbal ones. For example, the teacher can focus on certain verbal linguistic elements such as vocabulary or structure. Similarly, specific attention can be attracted towards certain features of the auditory paralinguistic component such as stress, intonation ...etc. Finally, students’ attention can be directed to visual non verbal elements such as body language, facial expressions, gestures ... etc. In the light of the previous analysis, the teacher conducts practice of new words, phrases and other elements of the three components, either during or after the analysis. In this stage, the structural focus is more evident and the teacher should design following up activities that establish the balance between focus on meaning to focus on form. Zhu (2007) suggests some strategies that can be used in focused based production task during post task stage such as role play and group work.

Such activities can promote students' interest and emphasize the learning and practice of the three components of the speaking skill. Finally for homework and follow up activities, students can navigate the previously mentioned two websites and Longman English Interactive CD. Also, various internet communication tools that can be used by the students is yahoo messenger- unfortunately "Skype" mentioned by Ortega. However, this tool can not be used because it is blocked in the UAE. "Yahoo Messenger", an online communication audio and video tool can substitute "skype". In this way students can interact together holding an online conference and recording their final performance to be assessed by the teacher.

Sample Plan

During the eight weeks, the teacher taught four modules of Longman English Interactive 2 after some modifications to make the content relevant to the themes of ADEC curriculum, using the interactive CD, video, PowerPoint, online learning with the experimental group and the alternative plan without using ICT tools, depending on the paper-based materials downloaded from Longman English Interactive 2 Website.

Table 1 summarizes the plan of Module 1 of Longman English Interactive 2, "Occupations & Jobs" using TBLT. The plan includes the objectives, content delivery and teaching aids (ICT tools with the experimental group and paper based materials with the control group).

Table 1

Plan for Module 1

Group	Experimental	Control
Objective	<ul style="list-style-type: none"> - Practice asking for directions - Role play a dialog in a taxi - Practice asking for clarification - Practice giving directions - Practice asking and answering questions about what you do 	
Content	(Verbal) Vocabulary: Jobs: small business, owner, waiter, cashier , engineer, instructor, sail representative... etc.	
Speaking	Structure: Statements and yes-no questions with be/ Simple Present tense/ statements and questions Short answers to yes-no questions. (Auditory Component) Sentence stress/ Intonations for clarification (Visual Component) Facial expressions to express feelings. Eye- contact to reflect interest in communication even with strangers (Show difference between Arabic/ English cultures.)	
Pre Task	Teacher introduces the topic making sure that students understand the main goal of the task; the teacher explores the topic with the class, and makes use of <i>PowerPoint</i> to highlight useful words and phrases.	Teacher introduces the topic making sure that students understand the main goal of the task; the teacher explores the topic with the class, and makes use of <i>wall chart, flashcards, and pictures</i> to brainstorm expectations and highlights useful words and phrases.

Task ^a	Students do an experimental task in pairs or groups and the teacher effectively shares with the students, cooperates with them even gives a model to support the students' low level of L2 proficiency. At the end of this cycle, some groups present their reports to the class, or exchange written reports, and compare results.	
Post Task ^b	Students examine and discuss specific features from the recording or its transcript that focuses on one or more component of the three components of the speaking skill. In the light of the previous analysis, the teacher conducts a practice of new words, phrases and other elements of the three components, either during or after the analysis.	
Assessment	T makes use of Longman Interactive CD to assess students. There are speaking practice exercises and communication test to assess students' performance.	T makes use of students' interactions to assess their performance. Paper based matching and multiple choice questions are used.
Homework	Students make use of the teacher <i>websites</i> and <i>Longman English Interactive Website</i> to have practice. Students have to send recordings from their online communication to the teacher e-mail account.	Teacher submits worksheets, adapted from Longman English Interactive Communication Companion. Students answer those worksheets at home and bring them on the following day.

^a PowerPoint is used by students of the experimental group to assist their presentation

^b Longman CD is used by students of the experimental group to practice speaking

The two classes took a posttest using the speaking test with detailed marking rubrics. The test is an adapted simplified version from IELTS (see Appendix C).

Finally, a questionnaire was adapted and translated from a study made by Passey, Rogers, Machell & McHugh (2004) (see Appendix B). The questionnaire was administered to the experimental group to assess the students' motivation regarding the use of ICT tools in learning their speaking skill after the posttest.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

Overview

The results of this quasi-experimental study were drawn from the two instruments, the speaking tests – the pretest and the posttest - and the motivation survey. This chapter is divided into five parts based on the five research questions.

1- Is there a statistically significant difference between the general speaking skill posttest mean scores of students who received learning and teaching through ICT and the posttest mean scores of those who received their learning and teaching through traditional teaching aids?

2- Is there a statistically significant difference between verbal linguistic component posttest mean scores of students who received their learning and teaching through ICT and posttest mean scores of those who received their learning and teaching through traditional teaching aids?

3. Is there a statistically significant difference between auditory paralinguistic component posttest mean scores of students who received their learning and teaching through ICT and the posttest mean scores of those who received their learning and teaching through traditional teaching aids?

4- Is there a statistically significant difference between visual nonverbal paralinguistic component posttest mean scores of students who received learning and

teaching through ICT and the posttest mean scores of those who received their learning and teaching through traditional teaching aids?

5- Does employing ICT tools to learn and teach EFL speaking skill have a significant effect on students' motivation?

To answer the first four questions, analysis of covariance (ANCOVA) has to be used for the following reasons. First, choosing intact classes for the experiment caused a difference that springs out from different group size – the control group is comprised of 19 students whereas the experimental group was comprised of 20 students. Second, there were differences between the means of the speaking *pretest* of the control group, 15.3, and the experimental group, 17 (see Table 2).

Table 2

Mean +/- SD Speaking Pretest of the General Speaking Skill and Its Three Components

Group	N	Speaking		Verbal		Auditory		Visual	
		M	(SD)	M	(SD)	M	(SD)	M	(SD)
Control	19	15.3	2.96	5.16	1.17	5.84	1.01	5.32	1.06
Treatment	20	17	3.4	6.1	1.45	5.4	1.1	5.5	1.1

Moreover, Table 2 shows differences of the pretest scores of each of the three components. Thus, there was a need to use the ANCOVA that makes use of the covariate to make the two groups equivalent to each others. The pretest scores were used as the covariate to correct for chance differences that existed. In short, using ANCOVA is an attempt to eliminate pre-existing differences between the two intact classes used in this quasi-experimental design and differences in the pretest. As Glass & Hopkins (1984) argued that analysis of covariance produces more accurate results with such intact groups.

The First Question

Concerning the first question, "is there a statistically significant difference between the general speaking skill posttest mean scores of students who received learning and teaching through ICT and the posttest mean scores of those who received their learning and teaching through traditional teaching aids?", an analysis of covariance is used to find whether there is significant difference in the mean scores of general speaking skill of the two groups before and after the treatment.

Analysis of data revealed that there was an increase in the mean scores of the general speaking skill of the two groups. The control group mean in the pretest was (15.3) and it was (18.0) in the posttest with an increase of (3.3). Similarly, the experimental group mean in the pretest was (17.0) and it was (20.7) in the posttest with a more noticeable increase of (3.7). Table 3 shows that the results of the two groups in the posttest were better than the pretest mean scores concerning the general speaking skill.

Table 3

Means +/- SD Pretest and Posttest of General Speaking Skill

Group	<i>n</i>	Pretest		Posttest	
		M	(SD)	M	(SD)
Control	19	15.3	2.96	18.0	3.13
Treatment	20	17.0	3.4	20.7	2.67

In Table 3 it is clear that average general speaking skill score of the experimental group in the posttest was (20.7), with a standard deviation of (2.67); while the average score of the control group in the same test was (18), with a standard deviation of (3.13). The difference between the two averages was (2.4). In order to find out whether this difference between the average scores of the experimental group and that of the control group is statistically significant at (sig.= 0.05), ANCOVA is conducted using SPSS to determine if there is a statistically significant difference between the general speaking skill posttest scores of the experimental group and the general speaking skill posttest scores of the control group. One way analysis of covariance (ANCOVA) was applied on the scores of the two groups in general speaking skill posttest; taking into account their scores in the pretest. Table 4 shows details of this analysis.

Table 4

ANCOVA of the Differences between Average Scores of the Two Groups Compared with the General Speaking Skill Posttest

Variance Source	SS	df	Average of squares	F Value	Significance
Speaking Pretest	220.463	1	220.463	86.515	.000
Group	18.432	1	18.432	7.233	.011*
Error	91.737	36	2.548		
Total	15038	39			

* (p<0.05)

Table 4 shows statistically significant difference at (0.05) between the average scores: average score of the experimental group and that of the control group in the general speaking skill pretest. F value was (7.233) which is significant at 0.05 level.

In short, the ANCOVA on the total score on posttest yielded significant difference between the posttest scores of the two groups concerning the general speaking skill, $F(1, 36) = 7.233$, $p < 0.05$.

Accordingly, the answer of the first question of the research is "there is *statistically significant difference* between the general speaking skill posttest mean scores of students who received their learning and teaching through ICT and posttest mean scores of those who received their learning and teaching through traditional teaching aids.

The Second Question

As for the second question, "is there a statistically significant difference between verbal linguistic component posttest mean scores of students who received their learning and teaching through ICT and posttest mean scores of those who received their learning and teaching through traditional teaching aids?", an analysis of covariance is used to find whether there is significant difference in the mean scores of the verbal linguistic components of the two groups before and after the treatment.

Analysis of data revealed that there was an increase in the mean scores of the verbal linguistic component of the two groups. The control group mean in the pretest was (5.16) and it was (6.37) in the posttest with an increase of (1.21). Similarly, the experimental group mean in the pretest was (6.1) and it was (6.7) in the posttest with an increase of (0.6). Table 5 shows that the results of the two groups in the posttest were better than the pretest mean scores concerning the verbal linguistic component of the speaking skill.

Table 5

Means +/- SD Pretest and Posttest of the Verbal Linguistic Component

Group	n	Pretest		Posttest	
		M	(SD)	M	(SD)
Control	19	5.16	1.17	6.37	1.3
Treatment	20	6.1	1.45	6.7	1.26

Table 5 shows that the average verbal linguistic component score of the experimental group in the posttest was (6.7), with a standard deviation of (1.26); while the average score of the control group in the same test was (6.37), with a standard deviation of (1.3). The difference between the two averages was (0.33). In order to find out whether this difference between the average scores of the experimental group and that of the control group is statistically significant at (sig.= 0.05), ANCOVA is conducted using SPSS to determine if there is a statistically significant difference between the verbal linguistic component posttest scores of the experimental group and the verbal linguistic component posttest scores of the control group. One way analysis of covariance (ANCOVA) was applied on the scores of the two groups in verbal linguistic posttest; taking into account their scores in the pretest. Table 6 shows details of this analysis.

Table 6

ANCOVA of the Differences between Average Scores of the Two Groups Compared with the Verbal Linguistic Component

Variance Source	SS	df	Average of squares	F Value	Significance
Verbal Pretest	36.560	1	36.560	54.6	.000
Group	1.232	1	1.232	1.843	.183*
Error	24.062	36	.668		
Total	1729	39			

* (p>0.05)

Table 6 shows *no* statistically significant difference at (0.05) between the average scores of the experimental group and that of the control group in the verbal linguistic component pretest. F value was (1.843) which is *not* significant at 0.05 level.

In short, the ANCOVA on the total score on posttest yielded no significant difference between the posttest scores of the two groups concerning the verbal linguistic component of the speaking skill, $F(1.36) = 1.843, p > 0.05$

Accordingly, the answer of the second question of the research is “there is *no statistically significant difference* between verbal linguistic component posttest mean scores of students who received their learning and teaching through ICT and posttest mean scores of those who received their learning and teaching through traditional teaching aids.

The Third Question

Concerning the third question, “is there a statistically significant difference between auditory paralinguistic component posttest mean scores of students who received their learning and teaching through ICT and the posttest mean scores of those who received their learning and teaching through traditional teaching aids?”, an analysis of covariance is used to find whether there is significant difference in the mean scores of the auditory paralinguistic component of the two groups after the treatment.

Analysis of data revealed that there was an increase in the mean scores of the auditory paralinguistic component of the two groups. The control group mean in the pretest was (4.84) and it was (5.6) in the posttest with an increase of (0.76). Similarly, the experimental group mean in the pretest was (5.4) and it was (6.75) in the posttest with an increase of (1.35). Table 7 shows that the results of the two groups in the posttest were better than the pretest mean scores concerning the auditory paralinguistic component of the speaking skill.

Table 7

Means \pm SD Pretest and Posttest of the Auditory Paralinguistic Component

Group	n	Pretest		Posttest	
		M	(SD)	M	(SD)
Control	19	4.84	1.01	5.6	1.07
Treatment	20	5.4	1.1	6.75	0.97

Table 7 shows that average auditory paralinguistic score of the experimental group in the posttest was (6.75), with a standard deviation of (0.97); while the average score of the control group in the same test was (5.6), with a standard deviation of (1.07). The difference between the two averages was (1.15). In order to find out whether this difference between the average scores of the experimental group and that of the control group is statistically significant at (sig.= 0.05), ANCOVA is conducted using SPSS to determine if there is a statistically significant difference between the auditory paralinguistic posttest scores of the experimental group and the auditory paralinguistic posttest scores of the control group. One way analysis of covariance (ANCOVA) was applied on the scores of the two groups in auditory paralinguistic posttest; taking into account their scores in the pretest. Table 8 shows details of this analysis.

Table 8

ANCOVA of the Differences between Average Scores of the Two Groups Compared with the Auditory Paralinguistic Component Posttest

Variance Source	SS	df	Average of squares	F Value	Significance
Speaking Pretest	17.959	1	17.959	31.989	.000
Group	5.249	1	5.249	9.349	.004*
Error	20.212	36	.561		
Total	1552.0	39			

* (p<0.05)

Table 8 shows statistically significant difference at (0.05) between the average scores: average score of the experimental group and that of the control group in the auditory paralinguistic pretest. F value was (9.349) which is significant at 0.05 level..

In short, the ANCOVA on the total score on posttest yielded significant difference between the posttest scores of the two groups concerning the auditory paralinguistic component, $F(1.36) = 9.349$, $p < 0.05$

Accordingly, the answer of the third question of the research is “there is *statistically significant difference* between auditory paralinguistic posttest mean scores of students who received their learning and teaching through ICT and posttest mean scores of those who received their learning and teaching through traditional teaching aids”.

The Fourth Question

Concerning the fourth question, "is there a statistically significant difference between visual nonverbal paralinguistic component posttest mean scores of students who received learning and teaching through ICT and the posttest mean scores of those who received their learning and teaching through traditional teaching aids?", an analysis of covariance is used to find whether there is significant difference in the mean scores of the visual nonverbal paralinguistic component of the two groups before and after the treatment.

Analysis of data revealed that there was an increase in the mean scores of the visual nonverbal paralinguistic component of the two groups. The control group mean in the pretest was (5.32) and it was (6.0) in the posttest with an increase of (0.68). Similarly, the experimental group mean in the pretest was (5.5) and it was (7.25) in the posttest with a very noticeable increase of (2.25). Table 9 shows that the results of the two groups in the posttest were better than the pretest mean scores concerning the visual nonverbal paralinguistic component.

Table 9

Means +/- SD Pretest and Posttest of the Visual Nonverbal Component

Group	n	Pretest		Posttest	
		M	(SD)	M	(SD)
Control	19	5.32	1.06	6.0	1.37
Treatment	20	5.5	1.1	7.25	0.97

Table 9 shows that average visual nonverbal paralinguistic score of the experimental group in the posttest was (7.25), with a standard deviation of (0.97); while the average score of the control group in the same test was (6), with a standard deviation of (1.37). The difference between the two averages was (1.25). In order to find out whether this difference between the average scores of the experimental group and that of the control group is statistically significant at (sig.= 0.05), ANCOVA is conducted using SPSS to determine if there is a statistically significant difference between the visual nonverbal paralinguistic posttest scores of the experimental group and visual nonverbal paralinguistic component posttest scores of the control group. One way analysis of covariance (ANCOVA) was applied on the scores of the two groups in visual nonverbal paralinguistic component posttest; taking into account their scores in the pretest. Table 10 shows details of this analysis.

Table 10

ANCOVA of the Differences between Average Scores of the Two Groups Compared with the Visual Nonverbal Component Posttest

Variance Source	SS	df	Average of squares	F Value	Significance
Speaking Pretest	16.292	1	16.292	16.540	.000
Group	12.495	1	12.495	12.686	.001*
Error	35.458	36	.985		
Total	1787	39			

* (p<0.05)

Table 10 shows statistically significant difference at (0.05) between the average scores: average score of the experimental group and that of the control group in the visual nonverbal paralinguistic pretest. F value was (12.686) which is significant at 0.05 level.

In short, the ANCOVA on the total score on posttest yielded significant difference between the posttest scores of the two groups concerning the visual nonverbal paralinguistic component, $F(1, 36) = 12.686, p < 0.05$.

Accordingly, the answer of the fourth question of the research is “there is *statistically significant difference* between visual nonverbal paralinguistic posttest mean scores of students who received their learning and teaching through ICT and posttest mean scores of those who received their learning and teaching through traditional teaching aids.

The Fifth Question

To answer the fifth question, “does employing ICT tools to learn and teach EFL speaking skill have a significant effect on students’ motivation?” is answered by showing the results of the analysis of the questionnaire administered to the experimental group.

Concerning the analysis of the questionnaire, the questionnaire consisted of thirty items of closed-ended question type. These items followed an adoption of a five-point Likert scale. Some items were intended to check students’ consistency and others were negative items (Q2, Q3, Q6 and Q17) and the scores for these items were reversed. Passey et al (2004) argued that “negatively weighted items show a different pattern of scores, confirming that pupils are not simply responding by ticking the same column in all cases” (p 43).. The negative items were reversed before calculation. 5 4 3 2 1 were changed to 1 2 3 4 5 respectively (see Appendix B).

Table 11 shows the mean and the standard deviation of the response to the questionnaire items it also shows the minimum and maximum of their response:

Table 11

Means +/- SD of Students Response to the Questionnaire Items

	<i>n</i>	Minimum	Maximum	M	(SD)
Treatment	20	68.00	140.00	115.6000	18.10031

The final score of the total response to questionnaire items, which is composed of 30 items and is an adoption of a 5-point Likert scale, is (30 X 5 = 150). To calculate whether the general effects of employing ICT tools on students’ motivation were positive

or negative, the mean of the response is divided by the total scores of the items, ($115.6/150 = \%71$). Students' responses represented %71 which is $> \%50$, this meant that students are highly motivated to have ICT tools employed in the learning and teaching of the speaking skill.

Detailed Descriptive Statistical Analysis of Each Item in the Questionnaire

Any mean above 2.5 indicates an overall agreement with the statement" (Passey et al, 2004, p. 43). This means that with negative statement any mean above 2.5 indicates an overall disagreement with the statement since calculation patterns are reversed. Table 12 shows detailed results for each item in the questionnaire. When examining students' response to each item of the questionnaire, a number of results can be obtained.

The overall response of the thirty items is calculated through two steps. First, the mean response of the students to each item is calculated. Then, the average of the mean score of the thirty items is calculated. The overall mean score of all items is 3.85 which is larger than 2.5. This meant that students are highly motivated to have ICT tools employed in teaching and learning EFL speaking skill.

Responding to item one, students expressed their agreement, with a mean overall agreement level of 4.0, that "Learning through ICT encourages them to take part in English speaking activities." As for item two, students expressed their disagreement, with a mean overall disagreement level of 3.7, that "Speaking is more fun without ICT." Similarly, in item three, students expressed their disagreement; with a mean overall

Table 12

The Mean of Students Responses to Each Item of the Questionnaire

	Item	M
1	Learning through ICT encourages me to take part in English speaking activities.	4
2	Speaking is more fun without ICT. ^a	3.7
3	I get more involved with my speaking when I don't have to think about new ICT skills. ^a	2.9
4	Learning speaking with ICT is more interesting.	3.9
5	ICT helps me to learn speaking better, because I can see examples in pictures, in video or other things that I can look at.	4
6	I mess around more when I use ICT to learn speaking. ^a	3.2
7	I can study longer without losing my concentration when using ICT to learn speaking.	4
8	I learn speaking better with ICT because it helps me to put my ideas together.	3.8
9	Learning speaking through ICT makes me more aware of how and where sounds are produced.	3.7
10	ICT helps me to learn speaking better because I can listen to various examples that are given in sound.	3.9
11	I learn speaking better with ICT because it helps me to see more examples of people speaking English.	4.1
12	I feel learning speaking with ICT helps me to get better marks.	4.1
13	I study harder when learning speaking with ICT.	3.7
14	I pay more attention when speaking lessons involve the use of ICT.	3.6
15	I find all speaking activities interesting when using ICT.	4.1
16	Learning speaking with ICT enables me to practice speaking anytime.	4.1
17	Learning speaking without ICT grasps my attention better. ^a	3.9
18	I like learning speaking with ICT because it helps me work better with students.	4.2
19	Working with other students when using ICT in speaking helps me to learn better.	4.2
20	I like being able to show other people how to use ICT in learning speaking.	4
21	Using ICT when learning speaking makes me keen to go to every English lesson.	4.2
22	Using ICT when learning speaking now will be better for my future career and needs.	4.5
23	Using ICT when learning speaking helps me to finish tasks that sometimes would be difficult to finish without it.	3.7
24	Using ICT when learning speaking makes me interested in study by helping me improve my speech performance.	4.2
25	Using ICT when learning speaking helps me to talk to other people more freely.	3.7
26	The variety of ICT tools used in learning speaking helped me.	3.6
27	The way the information on speaking is arranged using ICT helped keep my attention.	3.9
28	The activities of speaking using ICT are eye-catching.	3.8
29	Doing speaking activities using ICT gives me a satisfying feeling of accomplishment.	3.9
30	Using ICT to learn speaking helps me to express myself well.	3.9
	^a Refers to a negatively weighed item where calculation patterns are reversed.	^b 3.85

^b Overall mean of the thirty items

disagreement level of 2.9, that “They get more involved with their speaking when they don’t have to think about new ICT skills”. Concerning item four, students expressed their agreement, with a mean overall agreement level of 3.9, that “Learning speaking with ICT is more interesting”. Also in item five, students expressed their agreement, with a mean overall agreement level of 4.0, that “ICT helps them to learn speaking better, because they can see examples in pictures, in video or other things that they can look at.”

Responding to item six, students expressed their disagreement, with a mean overall disagreement level of 3.2, that “They mess around more when they use ICT to learn speaking.” As for item seven, students expressed their agreement, with a mean overall agreement level of 4.0, that “They can study longer without losing their concentration when using ICT to learn speaking.” Similarly, in item eight, students expressed their agreement; with a mean overall agreement level of 3.8, that “They learn speaking better with ICT because it helps them to put their ideas together”. Concerning item nine, students expressed their agreement, with a mean overall agreement level of 3.7, that “Learning speaking through ICT makes them more aware of how and where sounds are produced.”. Also in item ten, students expressed their agreement, with a mean overall agreement level of 3.9, that “ICT helps them to learn speaking better because they can listen to various examples that are given in sound.”

Responding to item eleven, students expressed their agreement, with a mean overall agreement level of 4.1, that “They learn speaking better with ICT because it helps them to see more examples of people speaking English.” As for item twelve, students

expressed their agreement, with a mean overall agreement level of 4.1, that “They feel learning speaking with ICT helps them to get better marks.” Similarly, in item thirteen, students expressed their agreement; with a mean overall agreement level of 3.7, that “They study harder when learning speaking with ICT”. Concerning item fourteen, students expressed their agreement, with a mean overall agreement level of 3.6, that “They pay more attention when speaking lessons involve the use of ICT.” Also in item fifteen, students expressed their agreement, with a mean overall agreement level of 4.1, that “They find all speaking activities interesting when using ICT.”

Responding to item sixteen, students expressed their agreement, with a mean overall agreement level of 4.1, that “Learning speaking with ICT enables them to practice speaking anytime.” As for item seventeen, students expressed their disagreement, with a mean overall disagreement level of 3.9, that “Learning speaking without ICT grasps their attention better.” Similarly, in item eighteen, students expressed their agreement; with a mean overall agreement level of 4.2, that “They like learning speaking with ICT because it helps them work better with students.” Concerning item nineteen, students expressed their agreement, with a mean overall agreement level of 4.2, that “Working with other students when using ICT in speaking helps them to learn better.” Also in item twenty, students expressed their agreement, with a mean overall agreement level of 4.0, that “They like being able to show other people how to use ICT in learning speaking.”

Responding to item twenty-one, students expressed their agreement, with a mean overall agreement level of 4.2, that “Using ICT when learning speaking makes them keen

to go to every English lesson.” As for item twenty-two, students expressed their agreement, with a mean overall agreement level of 4.5, that “Using ICT when learning speaking now will be better for their future career and needs.” Similarly, in item twenty-three, students expressed their agreement; with a mean overall agreement level of 3.7, that “Using ICT when learning speaking helps them to finish tasks that sometimes would be difficult to finish without it.” Concerning item twenty-four, students expressed their agreement, with a mean overall agreement level of 4.2, that “Using ICT when learning speaking makes them interested in study by helping them improve their speech performance.” Also in item twenty-five, students expressed their agreement, with a mean overall agreement level of 3.7, that “Using ICT when learning speaking helps them to talk to other people more freely.”

Responding to item twenty-six, students expressed their agreement, with a mean overall agreement level of 3.6, that “The variety of ICT tools used in learning speaking helped them.” As for item twenty-seven, students expressed their agreement, with a mean overall agreement level of 3.9, that “The way the information on speaking is arranged using ICT helped keep their attention.” Similarly, in item twenty-eight, students expressed their agreement; with a mean overall agreement level of 3.8, that “The activities of speaking using ICT are eye-catching.” Concerning item twenty-nine, students expressed their agreement, with a mean overall agreement level of 3.9, that “Doing speaking activities using ICT gives them a satisfying feeling of accomplishment.”

Finally in item thirty, students expressed their agreement, with a mean overall agreement level of 3.9, that "Using ICT to learn speaking helps them to express themselves well."

In general, with regard to the overall trend of students' response to the questionnaire and in the light of the descriptive analysis to the mean scores of each item and the total mean scores of all items of the questionnaire. The answer of the fifth question can be provided as follows:

"Employing ICT tools to teach and learn speaking English as a foreign language has positive effects on students' motivation"

Chapter 5

DISCUSSION

Overview

ICT tools have become part and parcel of our everyday life. They are also employed to enhance the process of learning and teaching. They are able to provide students of English as a foreign language with a variety of contexts to compensate for the lack of social interaction and authentic situations necessary to improve their speaking skill and its three components. However, attempts to investigate the real impacts of ICT tools on supporting the speaking skill and particularly on improving its specific components are still rare. Thus the main objective of this study was to explore the effectiveness of ICT tools on the speaking skill of male students at one of the schools in Al-Ain. The investigation of the effect on the speaking skill includes its specific components defined by the study: the verbal linguistic component, the auditory paralinguistic component and the visual nonverbal component. In addition, the study explored the effect of integrating ICT tools to learn and speak English as a foreign language on students' motivation. To carry out the study, a review of related literature was made to get clear ideas about the different perspectives of the study.

This chapter is meant to briefly demonstrate and discusses the findings of the study that were mentioned in details in the previous chapter. Then a discussion of the various implications of the study is presented. Finally, some recommendations are concluded for further research.

Discussion of the Results

The main results of the study, presented in the previous chapter, emphasize the benefits of employing ICT tools on the speaking skill and specific components. They also show the positive effects of ICT tools on students' motivation. Consequently, effective integration of ICT tools provides educational benefits for the teaching and learning of the speaking skill and its components. The five research questions are used as general frameworks to discuss the main results of the study.

The study had the following five questions:

1- Is there a statistically significant difference between the general speaking skill posttest mean scores of students who received learning and teaching through ICT and the posttest mean scores of those who received their learning and teaching through traditional teaching aids?

2- Is there a statistically significant difference between verbal linguistic component posttest mean scores of students who received their learning and teaching through ICT and posttest mean scores of those who received their learning and teaching through traditional teaching aids?

3. Is there a statistically significant difference between auditory paralinguistic component posttest mean scores of students who received their learning and teaching through ICT and the posttest mean scores of those who received their learning and teaching through traditional teaching aids?

4- Is there a statistically significant difference between visual nonverbal paralinguistic component posttest mean scores of students who received learning and teaching through ICT and the posttest mean scores of those who received their learning and teaching through traditional teaching aids?

5- Does employing ICT tools to learn and teach EFL speaking skill have a significant effect on students' motivation?

During the process of data analysis, it was discovered that there is significant differences between the mean scores of the control group and those of the experimental group in their pretest. The mean of the speaking pretest of the control group was 15.3, and the experimental group was 17. Moreover, there were differences between the mean scores of each of the three components between the two groups. In addition, the choice of intact classes caused a difference in group size. The control group was 19 students whereas the experimental group was 20. Thus, one way analysis of covariance (ANCOVA) was to be used to discover whether there are significant differences of the mean scores of the two groups in the posttest. The pretest was used as a covariate. The results of the analysis provided the following answers to the five research questions.

(1) There is a statistically significant difference between the general speaking posttest mean scores of the two groups in favor of the experimental group, $F(1, 36) = 7.233$, $p < 0.05$.

(2) There is no statistically significant difference between the verbal linguistic posttest mean scores of the two groups, $F(1, 36) = 1.843$, $p > 0.05$

(3) There are statistically significant differences between the posttest mean scores of the two groups concerning the auditory paralinguistic component, $F(1, 36) = 9.349$, $p < 0.05$ in favor of the experimental group.

(4) There are statistically significant differences between the posttest mean scores of the two groups concerning the visual nonverbal component, $F(1, 36) = 12.686$, $p < 0.05$, in favor of the experimental group, too.

(5) The descriptive analysis of the questionnaire shows that experimental group has high motivation, 71%, regarding employing ICT tools in teaching and learning of EFL speaking.

Thus, the following answers to the five research questions could be obtained from the study:

(1) There is *statistically significant difference* between general speaking skill posttest mean scores of students who received their learning and teaching through ICT and posttest mean scores of those who received their learning and teaching through traditional teaching aids.

(2) There is *no* statistically significant difference between verbal linguistic component posttest mean scores of students who received their learning and teaching through ICT

and posttest mean scores of those who received their learning and teaching through traditional teaching aids.

(3) There is statistically significant difference between auditory paralinguistic posttest mean scores of students who received their learning and teaching through ICT and posttest mean scores of those who received their learning and teaching through traditional teaching aids.

(4) There is statistically significant difference between visual nonverbal paralinguistic posttest mean scores of students who received their learning and teaching through ICT and posttest mean scores of those who received their learning and teaching through traditional teaching aids.

(5) Employing ICT tools to teach and learn speaking English as a foreign language has positive effects on students' motivation.

General Speaking Skill

In fact, after the implementation of the experiment, the control group and the experimental group achieved improvements in their general speaking skill and its three components. The general speaking pretest mean score of the control was (15.3). Their performance in the posttest improved and the general speaking mean score became (18.0). Similarly, the general speaking pretest mean score of the experimental group was (17.0). Their performance in the posttest improved and the general speaking mean score became (20.7). Comparing the differences between their improvements, it can be found

that the experimental group made better gains compared to the control group. The difference between the general speaking mean scores of the pretest and the posttest for the control group was (2.7). On the other hand, the difference between the general speaking mean scores of the pretest and the posttest for the experimental group was (3.7). To determine whether the differences were significant, one way analysis of covariance was conducted (ANCOVA). The results of the analysis yielded significant differences between the general speaking skill posttest mean scores of the two groups in favor of the experimental group.

This significant improvement can be attributed to the experimental group frequent interaction with the four ICT tools; Longman interactive CD, video clips, PowerPoint and online learning. They provided more situations for social interaction and they also provided more authentic speaking contexts that enhanced their general speaking skill.

In fact, this improvement was anticipated in the light of the suggestions provided by Shumin (1997). The ICT tools provided the sufficient diverse social interaction necessary for improving the speaking skill. Those sufficient diverse social interaction situations are usually rare in the context of teaching and learning English as a foreign language.

This finding is in harmony with the experimental study made by Bahrani (2011). It was found in that study that that exposure to video materials improved speaking performance for EFL students.

Verbal Linguistic Component

As for the findings associated with the development of the verbal linguistic component, both groups achieved considerable improvements in their verbal linguistic component. The verbal linguistic pretest mean score of the control was (5.16). Their performance in the posttest improved and the verbal linguistic mean score became (6.37). Similarly, the verbal linguistic pretests mean score of the experimental group was (6.1). Their performance in the posttest improved and the general speaking mean score became (6.7). However, when comparing the differences between their improvements, it can be found that the control group made better gains compared to the experimental group. The difference between the verbal linguistic mean scores of the pretest and the posttest for the control group was (1.21). On the other hand, the difference between the verbal linguistic mean scores of the pretest and the posttest for the experimental group was (0.6). To determine whether the differences were significant, one way analysis of covariance was conducted (ANCOVA). The results of the analysis yielded no significant differences between the verbal linguistic skill posttest mean scores of the two groups.

However, the better improvement of the control group can be interpreted in the light of the fact that their continuous concentration on paper based materials may have increased their retention of vocabulary items. Moreover, the paper based homework, the control group had to do, may have produced a kind of reinforcement to the lexical and structural patterns necessary for the verbal linguistic component. On the other hand, the homework of the experimental group which was mainly based on employing online

learning for communications allowed students to avoid learning certain lexical items and structural patterns and they used other communication strategies to fill the gaps of communication.

In fact, the unexpected findings can be also interpreted in the lights of the results of an experimental study made by Al-Mekhlafi (2006a). In that study, an investigation of the effects of interactive multimedia on students' achievements in English as a foreign language was made. Students of the control group achieved better improvement in English structures. In addition, field independent students in the experimental group achieved better progress than field dependent students.

Thus, in this study the inability of the experimental group to benefit from ICT tools to better improve their verbal linguistic speaking component may be attributed to the possibility that most of the students in the experimental group are field-dependent learners. Consequently, a deep investigation of the students' diverse learning styles is of great importance to achieve effective technology integration.

Auditory Paralinguistic Component

As far the auditory paralinguistic component is concerned after the implementation of the experiment, both the control group and the experimental group achieved improvements in their auditory paralinguistic component. The auditory paralinguistic component pretest mean score of the control was (4.84). Their performance in the posttest improved and the auditory paralinguistic component mean score became

(5.6). In a similar way, the auditory paralinguistic component pretest mean score of the experimental group was (5.40). Their performance in the posttest improved and the auditory paralinguistic component mean score became (6.75). Comparing the differences between their improvements, it can be found that the experimental group made better gains compared to the control group. The difference between the auditory paralinguistic component mean scores of the pretest and the posttest for the control group was (0.76). On the other hand, the difference between the general speaking mean scores of the pretest and the posttest for the experimental group was (1.35). To determine whether the differences were significant, one way analysis of covariance was conducted (ANCOVA). The results of the analysis yielded significant differences between the auditory paralinguistic component posttest mean scores of the two groups in favor of the experimental group.

This significant improvement can be attributed to the experimental group frequent interaction with the four ICT tools; Longman interactive CD, video clips, PowerPoint and online learning. They provided more chances to listen to authentic native speaker auditory conversations. The listening to these materials together with the reinforcement made by the students through online learning can interpret the better improvement of the experimental group in the auditory paralinguistic component of the speaking skill. Moreover, the interactive CD provided more chances for students to practice their pronunciation where anxiety and embracement of making pronunciation mistakes are removed when practicing the auditory component of the speaking skill with the computer

through the interactive CD. Moreover, the use of microphones to monitor students' pronunciation improved their auditory paralinguistic component. Longman CD had some interactive exercises that determine the students' accurate pronunciation.

This finding can also be associated with a study done by Sze (2006) that made use of English Language Teaching Podcasts to enhance the listening and speaking skill. It was found that "Podcasts are obviously highly suited for teaching phonetics and pronunciation. These Podcasts are lessons which focus on specific phonemes and pronunciation problems in English" (p 119)

Visual Nonverbal Component

As for the visual nonverbal component, both the control group and the experimental group also achieved improvements in their visual nonverbal component of the speaking skill. The visual nonverbal pretest mean score of the control was (5.32). Their performance in the posttest improved and the general speaking mean score became (6.0). Similarly, the visual nonverbal pretest mean score of the experimental group was (5.5). Their performance in the posttest improved greatly and the visual nonverbal mean score became (7.25). Comparing the differences between their improvements, it can be found that the experimental group made considerable better gains compared to the control group. The difference between the visual nonverbal mean scores of the pretest and the posttest for the control group was (0.68). On the other hand, the difference between the visual nonverbal mean scores of the pretest and the posttest for the experimental group

was (1.75). To make sure that the differences were significant, one way analysis of covariance was conducted (ANCOVA). The results of the analysis yielded significant differences between the visual nonverbal component posttest mean scores of the two groups in favor of the experimental group.

In fact, the evident significant improvement of the experimental group can be mainly attributed to the experimental group ability to access the interactive PowerPoint slides uploaded on the teacher Website. Although, the control group has the same content on paper, it seemed that the experimental group ability to apply facial expressions, eye-contact and other visual nonverbal elements was enhanced by the variety of aids. The experimental group students viewed various examples of visual nonverbal elements in the video materials and the various scenes found in the interactive CD.

Motivation

As for the last finding of this study, analysis of the questionnaire responses of the students in the experimental revealed that students are highly motivated to learn their speaking skill through integration of ICT tools. In fact, the motivating impact of ICT tools on students' speaking may be interpreted in the light of the students' relief from the anxiety encountered with human interaction. The training and practice through ICT tools gave students the needed self-trust to practice their speaking skill with no feelings of shame or blame. Moreover, the varied and interactive reinforcement provided by the CD helped students to improve their performance to get more of those reinforcement

phrases. In addition, students' feeling of learning autonomy is enhanced through the various ICT tools. Students felt that they have various learning environments that they can choose from, according to their preference, to improve their practice of the speaking skill. They can use video, PowerPoint, Longman CD or online learning. In addition, students' ability to communicate together through Computer Mediated Communication programs enhanced their ability to transfer their learning to each others which is reflected on their overall speaking performance.

Finally, one of the interesting results of analyzing the specific items of the students' questionnaire is that students expressed their strong agreement that using ICT when learning speaking would be better for their future career and needs. In fact, the mean overall agreement level to this item is very high, (4.5) This reflects students' awareness of the importance of having frequent interaction with various ICT tools.

Conclusions and Recommendations

No one can deny that the 21st century digitally-oriented students need effective integration of ICT tools to develop their learning skills in general and their English speaking skill in particular to be able to think critically and globally, to communicate and to collaborate in today's knowledge based society. In order to reach the international standards in education, ADEC does all the possible means to provide schools with the infrastructure necessary for integration of ICT in teaching and learning. However, effective ICT integration must also be supported by a shared vision of learning through technology, equitable access and use of technology by students, ICT integrated curriculum, ongoing professional development of teachers and technical support.

To achieve these goals, schools need to make use of ADEC's strategic plan (2009) with its emphasis on providing ICT technology rich learning environment to provide equitable opportunities to students to use technology in meaningful, authentic tasks that develop their various learning skills. In fact, successful integration of ICT depends mainly on teachers' support for innovation. It is therefore important to provide effective professional development and ICT training to teachers to help them choose the most appropriate ICT tools , instructional strategies, and information systems that enable students to benefit from technology. In fact, some EFL teachers are still reluctant to use internet technology in class as Barnawi (2009) argued. Adequate infrastructure and technical support is crucial to foster ICT integration. Teachers must have access to on-site

technical support personnel who are responsible for troubleshooting and assistance after the technology and lessons are in place.

All in all, to facilitate ICT integration, it is important to integrate ICT component in the national curriculum which will not only enhance the use of technologies by teachers but also will be beneficial for student learning and future careers later.

Based on one of the remarkable finding of the questionnaire highlighted earlier in this chapter, it can be found that important adaptation of ADEC's curriculum theory should take place. Students' need to be efficient in handling various ICT tools is crucial for their future career. Thus, adoption of progressivism curriculum theory perfectly matches students' needs analysis on one hand and the global economy needs on the other. The focuses of this curriculum theory on human life makes it a flexible theory that concentrates on the continuous adaptation and change of curriculum development to equip the learners with the capabilities and the skills that qualify them to meet the needs of the future. In fact, the emphasis of this theory is on human life and being preparing for life the main mission of education. Education that prepares for life is one that prepares definitely and adequately for the performance of the specific life activates. The flexibility of this theory stems from the continuous exploration of our changing world and its discoveries to the abilities, attitudes, habits, appreciations and forms of knowledge that our students will need. Since these needs will be the objectives of the curriculum, this will ensure the flexible adaptation, change and development of the curriculum to meet these needs.

Moreover, progressivism curriculum theory supports full integration of school subjects which is an effective curriculum trend. In fact, progressivism curriculum theory is based on, as Oliva (2009) argued, a new structuring of knowledge that ignore the traditional barriers between school subjects. The new starting point shall be the social institutions, or the political and economic problem and the capabilities of children. For example, the curriculum can start from an economic problem like "Exploring new effective alternatives for UAE national income". Through investigating this problem full integration of many school subjects like Islamic education, science, maths and social studies can be achieved. For example, the researcher's website include a detailed demonstration of a co-curricular project, "Future Tour Guides for UAE Tourists", that can be a basis for the integration of learning English, history, geography, geology, ...etc.

In short, adoption to progressivism curriculum theory is effective because of its ability of providing curriculum that addressed social, developmental and other human needs in the practical and real world of daily life. It is a theory that restlessly explores new ways of preparing our own children for their life.

Recommendations for further studies

The findings of this study demonstrated the effectiveness of employing ICT tools to enhance the speaking skill of male students at one of the schools in Al-Ain. The study was implemented on a small scale population. Thus, additional investigations of the effectiveness of various ICT tools on the other three skills and particularly their specific components are needed to decide the most effective ICT tool that can contribute to enhance each component of the other skills. Moreover, a replication of the study can be made to assert its results on larger populations and with more participants with other gender consideration. In addition, the study was implemented within eight week. Therefore, there is a need to conduct more studies during longer time period to determine the real effectiveness of ICT tools to enhance the speaking skill. In addition, qualitative research design can be used to track ICT tools effects on students' learning strategies can be made. Finally, studies are needed to shed more light on the various challenges of ICT integration. Although it can not be denied that ICT plays a big role in teaching and learning nowadays in the schools of Abu Dhabi Emirate, still many drawbacks and challenges stand as barriers on the way. Further studies are needed to investigate these drawbacks and challenges which can be listed as:

- ICT infrastructure in classrooms
- Skilled staff (including subject teachers, IT teachers and technicians)
- Teachers' attitude towards the effectiveness of technology integration.
- Quality and relevant training systems

- Time constraints
- Training programs and e-awareness campaigns
- Student ICT skills
- Access to ICT resources
- Administrative support and monitoring
- Defined role of ICT coordinators
- Content development for ICT oriented curriculum
- Hardware maintenance
- Coordination amongst various government education coordinating agencies
- Broadband access, network access and cost of service
- Examination system.

Conclusion

In order to reach the international standards in education ADEC does all the possible means to provide schools with the infrastructure necessary for integration of ICT in teaching and learning. But, effective ICT integration must also be supported by a shared vision of learning through technology, equitable access and use of technology by students, ICT integrated curriculum, ongoing professional development and technical support. learners with ICT skills helps them get ready for a world of learning unavailable in the past and is very important to achieving success in today's global knowledge economy. Providing learners with ICT skills helps them get ready for a world of learning unavailable in the past and is very important to achieving success in today's global knowledge economy.

ADEC's ICT efforts are endless. On one hand, at the hardware level, schools are provided with well-equipped computer labs, over head projectors, plasma LCDs, Internet, and other technological devices that enhance communication among students. On the other hand ADEC provides schools with all the needed software programs to facilitate teaching and learning at schools. Furthermore, at the educational programs and curriculum level, IT, as subject matter, has been replaced ICT. However, effective professional development of teachers is essential to update their knowledge with the latest development in the field of technology integration to achieve the best outcomes of employing ICT tools to enhance students' learning. Moreover, educational leadership

should be regularly informed with the latest research findings related to integrating ICT tools in education to be eager to provide financial and technical support and encouragement to students and teacher to achieve the most benefits of technology integration.

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Part 1

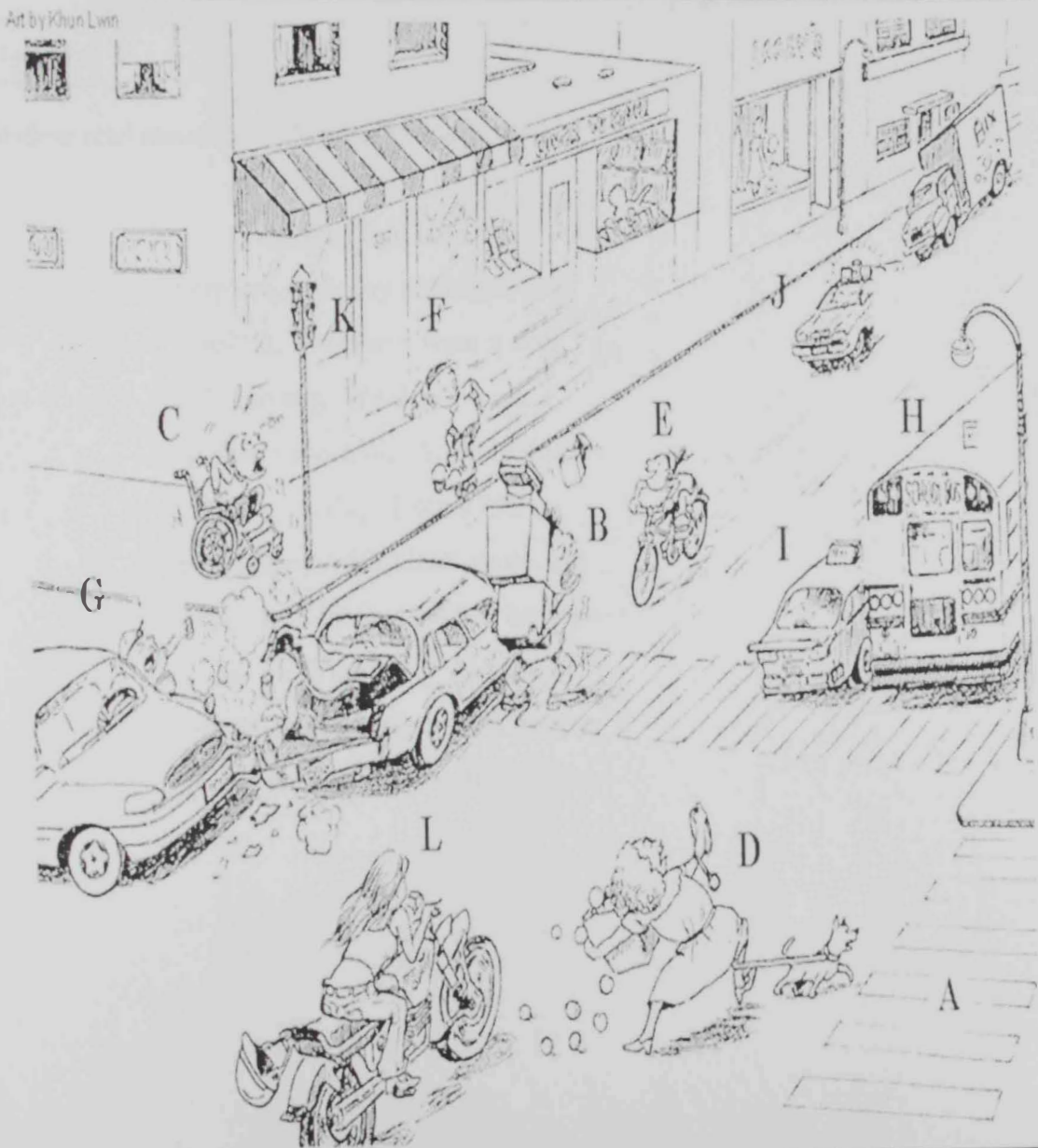
The purpose of this part is to assess the student's ability to communicate in spoken English. It is absolutely OK for you to repeat the questions or clarify them as much as necessary as the objective of this section is not to assess listening comprehension but speaking only.

Ask one or more questions from each cell to come up with the most objective value (0-4) that you can circle. In some cases, one question suffices whereas in others asking more questions will help you decide on the mark more confidently and accurately. Below are the marks and what they mean:

What is your name? How are you today? How old are you?	What <u>do</u> you do in your free time? What is your favourite hobby? What is your favourite season? Where do you live? How many brothers and sisters do you have?	What <u>did</u> you eat for dinner last night? Did you eat breakfast today? What did you eat? When did you wake up this morning? When did you last see a movie? What was it about? What did you do during summer holiday?
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
What are you <u>going to</u> do after school today? What are you going to do in the future as a job? Are you going shopping this weekend? If Yes, what are you going to buy?	Have you ever <u>visited</u> another country? If yes, how many countries have you visited? Which countries? Have you ever tried Indian/Italian/Japanese food? If yes, which one did you like best?	
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Comments / Suggestions:		

Part 2

Ask the student to describe the picture



Part 3

Examiner and participant will discuss issues and concepts thematically linked to the topics derived from the picture

Part 4

Student read aloud the following passage:

Dad and I go to the shelter.
There are so many different dogs
to look at. We don't want a dog
that's too big. We don't want a
dog that's too loud. And we don't
want a mean dog. I see a little
white puppy with black spots. He
jumps up in his cage when he sees
me. He even licks my fingers. I
think he is the perfect little puppy.
My dad says that we will take him
home.

APPENDIX B: MOTIVATION LEVEL QUESTIONNAIRE

United Arab Emirates University
Faculty of Education
Master of Education Program



Dear Students,

Thank you for participating in this study and I would also be grateful to try to answer the items of the following survey honestly and without any bias.

أعزائي الطلاب أشكركم على المشاركة في هذه الدراسة و أرجو منكم الاجابة على بنود الاستبانة التالية بصنق ودون تحيز.

All of the items below refer to motivation levels associated with learning English speaking using ICT. Please read each item carefully before responding. Note that there is no right or wrong response to any of the items on this survey. Each item is followed by five numbers; 1,2,3,4 and 5.

جميع البنود التالية تشير الى مستويات الدافعية لديكم اثناء تعلمكم لمهارة التحدث باللغة الانجليزية باستخدام تقنية المعلومات والاتصال.

أرجو منكم قراءة كل بند بعناية قبل الاجابة عليه. لاحظ أنه لا يوجد اجابات صحيحة أو خاطئة. كل بند يتبعه أرقام 1 و 2 و 3 و 4 و 5

-Each number means the following:

يعني كل رقم من الأرقام الاتي:

(1)	-----	Strongly disagree	أعارض بشدة	-----	(1)
(2)	-----	Disagree	أعارض	-----	(2)
(3)	-----	Not Sure	لست متأكدا	-----	(3)
(4)	-----	Agree	أوافق	-----	(4)
(5)	-----	Strongly agree	أوافق بشدة	-----	(5)

-DO NOT write your name

- لا تكتب اسمك

- Circle the number that represents your response 1,2,3,4 or 5

- ضع دائرة حول الرقم المناسب لاجابتك 1 أو 2 أو 3 أو 4 أو 5

-Please answer the following 30 items in the following 3 pages.

- أجب على العبارات ال (30) في الصفحات ال (3) القادمة.

"This questionnaire has been translated from the original source with the permission of the authors: Passey, D. and Rogers, C., with Machell, J. and McHugh, G. (2004). The Motivational Effect of ICT on Pupils: A Department for Education and Skills Research Project 4RP/2002/050-3. DfES: Nottingham. The authors of the original source acknowledge contributions in developing their questionnaires from: Deci, E. L. and R. M. Ryan (eds.) (2002). Handbook of self-determination research. Rochester: University of Rochester Press; Dweck, C.S. (1999). Self-theories: their role in motivation, personality, and development. Philadelphia, Penn.: Psychology Press; and Midgley, C., Maehr, M.L., Hicks, L., Roeser, R., Urda, T., Anderman, E., Kaplan, A., Arunkumar, R. and Middleton, M. (1997) Patterns of Adaptive Learning Survey. Michigan: The University of Michigan."

No م	Item البند	أوافق بشدة	أوافق بشدة	أوافق بشدة	أوافق بشدة	أوافق بشدة
1	Learning through ICT encourages me to take part in English speaking activities.	5	4	3	2	1
	التعلم من خلال تقنية المعلومات والاتصال يشجعني على المشاركة في تدريبات التحدث باللغة الانجليزية.					
2	Speaking is more fun without ICT	5	4	3	2	1
	التحدث بدون استخدام تقنية المعلومات والاتصال أكثر متعة.					
3	I get more involved with my speaking when I don't have to think about new ICT skills.	5	4	3	2	1
	اشعر بتركيز أكبر في تعلم التحدث عندما لا أشغل بالمهارات الجديدة الخاصة باستخدام تقنية المعلومات والاتصال.					
4	Learning speaking with ICT is more interesting.	5	4	3	2	1
	اشعر بأن تعلم التحدث يعتبر أكثر تشويقاً باستخدام تقنية المعلومات والاتصال.					
5	ICT helps me to learn speaking better, because I can see examples in pictures, in video or other things that I can look at.	5	4	3	2	1
	تقنية المعلومات والاتصال تساعدني في تعلم التحدث بشكل أفضل حيث أستطيع رؤية أمثلة بالصور والفيديو أو الأشياء الأخرى التي أستطيع النظر إليها.					
6	I mess around more when I use ICT to learn speaking.	5	4	3	2	1
	اشعر بالارتباك بشكل أكبر عند استخدام تقنية المعلومات والاتصال في تعلم التحدث.					
7	I can study longer without losing my concentration when using ICT to learn speaking.	5	4	3	2	1
	أستطيع أن أعمل فترة أطول بدون أن أفقد تركيزي عند استخدام تقنية المعلومات والاتصال لتعلم التحدث.					
8	I learn speaking better with ICT because it helps me to put my ideas together.	5	4	3	2	1
	أتعلم التحدث بشكل أفضل باستخدام تقنية المعلومات والاتصال حيث تساعدني على تنظيم أفكاري.					
9	Learning speaking through ICT makes me more aware of how and where sounds are produced.	5	4	3	2	1
	تعلم التحدث باستخدام تقنية المعلومات يجعلني أكثر دراية بكيفية و مكان نطق الأصوات.					
10	ICT helps me to learn speaking better because I can listen to various examples that are given in sound.	5	4	3	2	1
	تساعدني تقنية المعلومات والاتصال على تعلم التحدث بشكل أفضل حيث أستطيع الاستماع الى أمثلة صوتية متنوعة.					

No م	Item البند	أعترض بشدة أعترض أستمتع أوافق أوافق بشدة
11	I learn speaking better with ICT because it helps me to see more examples of people speaking English. أتعلم التحدث بشكل أفضل عن طريق تقنية المعلومات والاتصال حيث أتمكن من مشاهدة المزيد من الأمثلة لأناس يتحدثون الانجليزية.	5 4 3 2 1
12	I feel learning speaking with ICT helps me to get better marks. تعلم التحدث باستخدام تقنية المعلومات والاتصال يساعدني في الحصول على درجات أفضل.	5 4 3 2 1
13	I study harder when learning speaking with ICT. أدرس بجدية أكبر عند أتعلم التحدث باستخدام تقنية المعلومات والاتصال.	5 4 3 2 1
14	I pay more attention when speaking lessons involve the use of ICT. أكون أكثر اهتماما عندما تحوي دروس التحدث على استخدام تقنية المعلومات والاتصال.	5 4 3 2 1
15	I find all speaking activities interesting when using ICT. أجد كل أنشطة التحدث أكثر تشويقا عند استخدام تقنية المعلومات والاتصال.	5 4 3 2 1
16	Learning speaking with ICT enables me to practice speaking anytime. تعلم التحدث باستخدام تقنية المعلومات والاتصال يساعدني في ممارسة التحدث في أي وقت.	5 4 3 2 1
17	Learning speaking without ICT grasps my attention better. تعلم التحدث دون استخدام تقنية المعلومات والاتصال يستحوذ على انتباهي بشكل أفضل.	5 4 3 2 1
18	I like learning speaking with ICT because it helps me work better with students. أحب تعلم التحدث باستخدام تقنية المعلومات والاتصال حيث تساعدني على العمل بصورة جيدة مع الطلاب.	5 4 3 2 1
19	Working with other students when using ICT in speaking helps me to learn better. العمل مع الطلاب باستخدام تقنية المعلومات والاتصال لتعلم التحدث يساعدني على التحدث بشكل أفضل.	5 4 3 2 1
20	I like being able to show other people how to use ICT in learning speaking. أحب أن أبرز للآخرين قدرتي على استخدام تقنية المعلومات والاتصال في تعلم التحدث.	5 4 3 2 1

No م	Item البند	أعترض بشدة أعترض أوافق بشدة أوافق
21	Using ICT when learning speaking makes me keen to go to every English lesson. استخدام تقنية المعلومات والاتصال في تعلم التحدث يجعلني أكثر اقبالا على كل دروس اللغة الانجليزية.	5 4 3 2 1
22	Using ICT when learning speaking now will be better for my future career and needs. استخدام تقنية المعلومات والاتصال في تعلم التحدث الان سوف يفيدني فيما يتعلق باحتياجاتي وعلمي في المستقبل.	5 4 3 2 1
23	Using ICT when learning speaking helps me to finish tasks that sometimes would be difficult to finish without it. استخدام تقنية المعلومات والاتصال في تعلم التحدث يساعدني في اتمام المهام التي قد يكون من الصعب القيام بها دون استخدام تقنية المعلومات والاتصال.	5 4 3 2 1
24	Using ICT when learning speaking makes me interested in study by helping me improve my speech performance. استخدام تقنية المعلومات والاتصال في تعلم التحدث يجعلني أكثر رغبة في الدراسة حيث تساعدني في تحسين أدائي أثناء التحدث.	5 4 3 2 1
25	Using ICT when learning speaking helps me to talk to other people more freely. استخدام تقنية المعلومات والاتصال في تعلم التحدث يجعلني أكثر قدرة على التحدث للآخرين بحرية أكبر.	5 4 3 2 1
26	The variety of ICT tools used in learning speaking helped me. تنوع وسائل تقنية المعلومات والاتصال المستخدمة في تعلم التحدث يساعدني على التحدث بشكل أفضل.	5 4 3 2 1
27	The way the information on speaking is arranged using ICT helped keep my attention. تساعدني طريقة تنظيم المعلومات الخاصة بالتحدث باستخدام تقنية المعلومات والاتصال على الاحتفاظ على انتباهي.	5 4 3 2 1
28	The activities of speaking using ICT are eye-catching. أنشطة التحدث باستخدام تقنية المعلومات والاتصال جاذبة للعين.	5 4 3 2 1
29	Doing speaking activities using ICT gives me a satisfying feeling of accomplishment. اداء أنشطة التحدث باستخدام تقنية المعلومات والاتصال يشعرني بالرضا والانجاز.	5 4 3 2 1
30	Using ICT to learn speaking helps me to express myself well. استخدام تقنية المعلومات والاتصال لتعلم التحدث يساعدني في التعبير عن نفسي بشكل أفضل.	5 4 3 2 1

APPENDIX C: SPEAKING TEST RUBRICS

Name: _____

Class: _____

	Criteria				Points
	5	4	3	2	
Introduction & Closure	Student delivered opening and closing remarks that captured the audience and set the mood.	Student uses clear introductory and closing remarks.	Student clearly uses either an introductory or closing remark but not both	Student does not use clear introductory and closing remarks	_____
Language	Used appropriate language, vocabulary & grammar 90% of the time or more	Used appropriate language, vocabulary & grammar the majority of the time	Some problems using the correct words or phrases A few grammatical errors	Difficulty expressing ideas using the proper language & vocab Many grammatical errors	_____
Body Language	Movements are natural, fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation	Very little movement or descriptive gestures	No movement or descriptive gestures	_____
Eye Contact	Holds attention of entire audience with the use of direct eye contact	Consistent use of direct eye contact with audience	Displays minimal eye contact with the audience	Student does not display any eye contact with the audience	_____
Voice & Pitch	Use of fluid speech patterns and inflection which maintains the interest of the audience.	Satisfactory use of inflection with close to fluid speech patterns.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice and has problems delivering consecutive sentences.	_____
Poise	Student displays relaxed, self confident nature and makes very few mistakes	Student displays little or no tension and easily recovers from mistakes	Displays mild tension, and is somewhat nervous speaking Student is slow to recover from mistakes	Tension and nervousness is obvious Student laughs at inappropriate times and cannot recover from mistakes.	_____
Total Marks:					_____ 30

Examiner's Comments:

APPENDIX D: QUESTIONNAIRE RELIABILITY ESTIMATES

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q 9	111.90	299.674	.653	.909
Q 10	111.75	302.303	.538	.911
Q 11	111.55	305.208	.484	.912
Q 12	111.50	312.263	.397	.913
Q 16	111.55	312.997	.345	.914
Q 21	111.45	311.208	.507	.912
Q 22	111.10	319.147	.374	.914
Q 1	111.65	302.871	.683	.909
Q 2	111.95	298.787	.701	.908
Q 4	111.70	300.642	.733	.908
Q 5	111.60	297.621	.681	.909
Q 15	111.50	304.368	.563	.911
Q 28	111.85	306.239	.436	.913
Q 29	111.70	305.274	.494	.912
Q 3	112.70	311.905	.320	.915
Q 6	112.40	297.200	.468	.913
Q 13	111.95	312.261	.412	.913
Q 17	111.75	312.934	.304	.915
Q 20	111.65	326.555	.013	.917
Q 25	111.95	300.997	.642	.909
Q 26	112.00	298.737	.731	.908
Q 7	111.65	301.397	.501	.912
Q 8	111.85	298.661	.686	.909
Q 14	112.05	297.524	.647	.909
Q 18	111.45	325.418	.072	.916
Q 19	111.40	322.989	.146	.916
Q 23	111.95	300.155	.636	.909

APPENDIX E: REQUEST TO ADAPT THE QUESTIONNAIRE

Request to Use the Questionnaire

From Amin Mofreh abumofreh@gmail.com
To d.passey@lancaster.ac.uk,
 c.rogers@lancaster.ac.uk,
 g.mchugh@lancaster.ac.uk

subject Effects of ICT on UAE Students
mailed-by gmail.com

Dear Professors,

I am a teacher of English in UAE. I read your Research Report No 523. I am conducting a study in the UAE to investigate the effects of ICT on students' motivation.

I would like to have your approval to translate the survey into Arabic and adapt it to my research. I would be grateful if you could send me a letter expressing your approval.

I would also be happy to send you a copy of my study and a detailed report of the results.

Yours,
Amin Mofreh Amin

APPENDIX F: PERMISSION TO ADAPT THE QUESTIONNAIRE

Letter of Acceptance to Use the Questionnaire from the Author

From Don Passey d.passey@gmx.net

To Amin Mofreh abumofreh@gmail.com

Subject Re: Effects of ICT on UAE Students mailed-bygmx.net

Dear Amin Mofreh Amin,

Thank you for the confirmation. Please accept our agreement for you to translate the questionnaire questions (Table 5, Page 43 of the Research Report), with the only proviso that whenever this translation is used, the originating source and background sources are clearly stated on each copy of the questionnaire issued or copied or included in any report or paper or document (electronic or otherwise).

We suggest the following is included on any form of copy:

"This questionnaire has been translated from the original source with the permission of the authors: Passey, D. and Rogers, C., with Machell, J. and McHugh, G. (2004). The Motivational Effect of ICT on Pupils: A Department for Education and Skills Research Project 4RP/2002/050-3. DfES: Nottingham. The authors of the original source acknowledge contributions in developing their questionnaires from: Deci, E. L. and R. M. Ryan (eds.) (2002). Handbook of self-determination research. Rochester: University of Rochester Press; Dweck, C.S. (1999). Self-theories: their role in motivation, personality, and development. Philadelphia, Penn.: Psychology Press; and Midgley, C., Maehr, M.L., Hicks, L., Roeser, R., Urdan, T., Anderman, E., Kaplan, A., Arunkumar, R. and Middleton, M. (1997) Patterns of Adaptive Learning Survey. Michigan: The University of Michigan."

We would, of course, very much welcome a copy of the report of your study, and wish you every success with your endeavours.

Thank you for taking the trouble to send me a copy of the questionnaire.

This indeed looks very interesting - I will wait to see your results and study report with interest.

With all best wishes,

Don Passey



جامعة الإمارات العربية المتحدة
United Arab Emirates University

UAEU

Faculty of
Education

جامعة الإمارات العربية المتحدة
كلية التربية
برنامج الماجستير في التربية

عنوان الرسالة:

مدى فعالية استخدام التقنيات الحديثة لتعزيز التحث باللغة الانجليزية كلفة أجنبية

اسم الطالب:

أمين مفرح أمين الخياط

المشرفون:

د. عبد الرحمن المخلافي

د. حامد مبارك العويدي

د. نجم الدين عمر الشيخ